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ABSTRACT

This new publication, which replaces A Primer for Mississippi School Librarians published in 1967, is designed for use in planning, implementing, and evaluating school library media programs. For the administrator, there are competencies which must be met to develop the library media program as an integral part of the total instructional program. Information on the interactive roles of the library media specialist, teachers, and the administrator as well as materials on personnel, budget, space, materials, and equipment will also be of interest to administrators. The above mentioned materials will be useful for library media specialists as will the specific competencies outlined in the areas of the total library media program, materials and equipment selection, purchasing, organization, and assistance to students and teachers. The handbook delineates Mississippi's standards for school library media programs and provides school personnel and evaluators with a tool to measure the effectiveness of school library media programs. In addition to the 25 specific competencies, there are chapters on district-level media services and the role of the State Department of Education. A bibliography and a performance assessment instrument are included. (THC)

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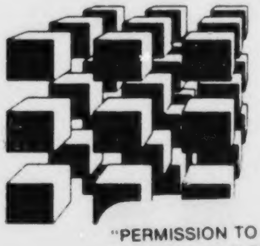
MISSISSIPPI SCHOOL LIBRARY MEDIA PROGRAMS:
A Guide for Management

A competency based handbook
for certified library media specialists,
administrators, and evaluators.



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MISSISSIPPI SCHOOL LIBRARY MEDIA PROGRAMS:
A Guide for Management

A competency based handbook
for certified library media specialists,
administrators, and evaluators.

STATE DEPARTMENT OF EDUCATION
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FOREWORD

Effective schools help students to acquire and to use skills and knowledge, to understand themselves and other people, to develop lifelong learning habits, and to function effectively as members of a democratic society. In accomplishing these five tasks, the teachers and learners within effective schools must have continuous and reliable access to a variety of learning resources. The school library media center provides them this access.

The school library media program, an essential ingredient of quality education, is a responsibility shared by administrators, teachers, and media specialists. The **MISSISSIPPI LIBRARY MEDIA PROGRAMS: A Guide for Management** replaces **A Primer for Mississippi School Librarians** published in 1967. This new publication is designed as a competency based handbook for certified library media specialists, administrators, and evaluators to use when planning, implementing, and evaluating school library media programs. The administrator will find competencies which must be met in order to develop the library media program as an integral part of the total instructional program; information on the interactive roles of the library media specialist, teachers, and the administrator; and material on personnel, budget, space, materials, and equipment. The library media specialist will find the above mentioned materials plus specific competencies in the areas of the total library media program, materials and equipment selection, purchasing, organization, and assistance to students and teachers. The handbook delineates Mississippi's standards for school library media programs and provides school personnel and evaluators with a tool to measure the effectiveness of school library media programs.

Richard A. Boyd

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CONTENTS

Forward

Acknowledgements

Chapter I - The library specialist and the principal establish the library media program as an integral part of the total instructional program. 1

Competency 1 - The library media specialist works with the administration and teachers. 1

Competency 2 - The library media specialist works with the administration in the development of a budget. 2

Competency 3 - The library media specialist shall be involved in instructional planning with teachers. 5

Competency 4 - The library media specialist serves as a resource person in curriculum development and implementation. 6

Competency 5 - The library media specialist assists teachers in the production of materials. 9

Chapter II - The library media specialist provides guidance and assistance to students in the use of the library media center and its resources in order to meet instructional objectives and individual enrichment. 10

Competency 6 - The library media specialist provides sequential instruction to students. 10

Competency 7 - The library media specialist assists students in locating materials and answering reference questions. 23

Competency 8 - The library media specialist encourages reading, provides reading guidance, and maintains an awareness of students' reading habits and interests. 24

Chapter III - The library media specialist establishes an inviting atmosphere conducive to individual and group inquiry, research, study, and leisure activities. 25

Competency 9 - The library media specialist assumes responsibility for student behavior. 25

Competency 10 - The library media specialist plans the arrangement of the library media center's space and furniture. 26

Competency 11 - The library media specialist plans, prepares, and arranges bulletin boards, displays, and exhibits. 33

Chapter IV - The library media specialist organizes a media program that assures optimum use of resources and facilities by both students and teachers. 34

Competency 12 - The library media specialist provides the needed equipment and media materials for teachers to accomplish instructional objectives. 34

Competency 13 - The library media specialist establishes and maintains a balanced, comprehensive collection of media (print and nonprint) and equipment. 36

Competency 14 - The library media specialist assumes the responsibility for classifying, cataloging, and organizing materials for easy access. 44

Competency 15 - The library media specialist provides control of all materials and equipment by conducting a yearly inventory of all media and equipment and discarding inappropriate and obsolete items. 57

Competency 16 - The library media specialist maintains equipment and assumes responsibility for its repair. 62

Competency 17 - The library media specialist establishes circulation procedures for ease of accessibility by students and teachers. 67

Competency 18 - The library media specialist maintains accurate records and statistics on utilization of materials, services, and facilities. 71

Competency 19 - The library media specialist schedules and encourages the use of the library media center and its resources to provide for optimum use. 75

Chapter V - The library media specialist exercises leadership in the development of the library media program. 76

Competency 20 - The library media specialist exhibits effective public relations. 76

Competency 21 - The library media specialist seeks opportunities for professional growth. 78

Competency 22 - The library media specialist communicates regularly with the principal and/or coordinator. 79

Competency 23 - The library media specialist develops and maintains an effective working relationship with school staff. 80

Competency 24 - The library media specialist distributes written communication to keep teachers informed of services and materials. 82

Competency 25 - The library media specialist conducts inservice activities for teachers on the utilization of media within the instructional program. 84

Chapter VI - District-level media services. 85

Chapter VII - Role of the State Department of Education. 87

Bibliography 88

Appendix 89

CHAPTER I

THE LIBRARY MEDIA SPECIALIST AND THE PRINCIPAL ESTABLISH THE LIBRARY MEDIA PROGRAM AS AN INTEGRAL PART OF THE TOTAL INSTRUCTIONAL PROGRAM.

The role of the modern school library media specialist is multifaceted and requires high levels of varying competencies if the purpose of the library media program is to be achieved in the elementary and secondary schools of Mississippi. The school library media specialist is a collaborator with teachers and administrators in supporting school goals; a cooperative planner of a library media program that is an integral part of the total school program; a selector of materials/resources that effectively support the curriculum and meet identified user needs; a manager of operations so that library media services are effective and meet user needs; and an instructor of students so that they may become proficient users of library media resources and independent learners. The following five competencies suggest patterns for the library media specialist to follow in establishing the library media program as an integral part of the total instructional program.

****

COMPETENCY 1

The library media specialist works with the administration and teachers in:

a. Identifying needs in integrating library media resources and services with the instructional program;
b. Developing short range goals for integrating library media resources and services with the instructional program;
c. Developing long range goals for integrating library media resources and services with the instructional program;
d. Identifying priorities necessary for achieving short range or long range goals;
e. Transforming priorities into specific objectives/written policies concerning operation and services.

****

Exemplary school library media centers are the result of continuous cooperative planning among the principal, the media specialist and the teachers. Although the media specialist assumes the leadership role in planning and evaluating the media program, support from the principal and teachers is essential. Planning is usually very specific. Beginning with a confirmation of philosophy or a recommended change, goals are presented, objectives stated, data regarding the current operation reported, assumptions regarding future changes are given, and steps to implement the plan are recommended.

The chart on page 3 provides a global perspective of cooperative planning among principal, teachers and media specialists. Even though the chart is designed to reflect the details of the first competency, and areas of weaknesses in competencies 3 and 4, it can be used as a reference for the other competencies addressed in the handbook.

****

COMPETENCY 2

The library media specialist works with the administration in the development of a budget reflecting local, state, and federal funds to meet the following:

a. Established budget priorities according to short and long range plans;
b. Learning resources designed to support the school's instructional program;
c. Students' interests;
d. Current library media standards.

****

The library media center program is based on needs and priorities evidenced in the goals and objectives outlined for the year. The budget should reflect the financial resources needed to support the school's instructional program; reflect the interests of students and meet current library media standards.

Budgeting is the financial aspect of planning and should answer the question: "How much money will the media program require if short and long range plans are to be realized?

Current library media standards are valuable guides which should be used in planning the budget. Budget proposals should include both development and maintenance components. The development component may include growth toward reaching quantitative goals, or serving an instructional curriculum area better. On the other hand, the maintenance component may propose a realistic maintenance schedule. For example, a seven-to-ten-year cycle for replacement of sixteen millimeter projectors and a five-year cycle for encyclopedias are frequently used.

School budget directors and federal program coordinators usually require that the total budget request for the media program be divided into categories or line items such as: equipment, books, non-print, supplies and periodicals, as illustrated in the sample budget on page 4.

COOPERATIVE PLANNING CHART

PROCESS	EXAMPLE
GOALS Determine what the library media program "should be"	What "should be": The library media program should be a center of activities, all of which are connected to the teaching-learning process
ASSESSMENT Assess the current status of the library media program	What is? The current status of the library media center may be easily found in the school's published (or unpublished) self-study document. If this information is no longer valid, a formal questionnaire or other forms suitable for collecting pertinent data may be used along with simple and direct interviews with school staff.
ANALYSIS Determine strengths and weaknesses	Gap areas: The current status may reveal excellent and appropriate resources but weak connection between the library media center and the classroom, consequently the resources are rarely used in classroom instructional activities.
PLANNING Identify possible solutions to weaknesses	Possible solutions: The principal should appropriately involve the library media specialist in the school's instructional management system.
IMPLEMENTATION Find appropriate strategies to implement possible solutions	Appropriate strategies: The teachers assist the library media specialist in becoming knowledgeable about instructional objectives. The library media specialist becomes knowledgeable about instructional objectives and matches resources with objectives.
EVALUATION Evaluate whether progress has been made	EVALUATION Statistics kept on use of resources reveal an increase. Classroom related activities increase. Conferences between teechers and media specialist increase.

SAMPLE BUDGET

Account Number	Categories or Line Items	Previous Year	This Year	Next Year	Justification	Budget Request	Funding Source
	Books	$2000	$2500	$3000	To keep the collection up to date and enlarged in fields of drug ed. & science.	$2000	Local Funds
	Non-print	$1000	$1500	$2000	Add video-cassettes and increase collection in science area.	$2000	Local Funds Federal Funds
	Processing and/or Production Supplies	$150	$200	$200	No increase.	$200	Local Funds
	Periodicals	$300	$350	$400	Increased cost of subscriptions.	$400	Local Funds
	Equipment	$500	$1000	$2000	Purchase recorder and VHS player to use in staff development.	$2000	Local Funds Federal Funds
	Conferences	$100	$100	$100	Attend MLA annual conf. (staff dev.)	$100	Local Funds
					TOTAL BUDGET	$7700.00	

Budget Records

Once the budget has been approved, it is the responsibility of the media specialist to see that all allocated funds are spent wisely, all expenditures are justified, and accurate records are kept as illustrated below. Some schools may require additional records of other specific information such as invoice number and warrant or check number.

Line Item
or Category: Non-Print

Budget Amount: $2,000
Source of Funds: Federal Grant - Cahpter II

Date Ordered	Purchase Order	Type of Material	Source	Est. Cost	Invoice Date	Actual Cost	Balance
10-1	2750	V. tape	Fugi Corp.	$750	10-15	$680	$1,320.00
10-5	2980	FS Kit	Nat'l. Geograph.	$800	10-25	$800	$520.00

****

COMPETENCY 3

The library media specialist shall be involved in instructional planning with teachers through the following:

a. Informal contact and consultation on an ongoing basis;
b. Consultant service to teachers on appropriate and available media as they plan lessons and units;
c. Planning with teachers to coordinate instruction and assure availability of resources for units directly involving the library media center facilities and materials;
d. Contact with individual teachers to plan for the utilization of media within the teachers' instructional program;
e. Formal and systematic consultation on a regular basis.

****

The library media specialist and teachers are co-directors of learning and develop appropriate and available media for all instructional units. Formal and systematic consultation should be a regular activity and a partnership that teachers depend upon. David V. Loertscher, a leader in the field of media/curriculum integration, offers a method of looking at the library media program in support of instructional planning. Dr. Loertscher describes how the library media specialist must cooperate with teachers in supporting teaching and learning in all areas of the curriculum and indicates that many cooperative efforts fall short of the full partnership ideal. The range of cooperation forms the basis for a taxonomy of library media activities described by Loertscher as follows:

> Each level of the taxonomy is a legitimate concern for a given type of situation and a library media specialist may be operating at various levels of the taxonomy during a typical day and need not apologize for doing so. Each level has its merits. Each level can be abused either by the library media specialist or the teacher. And every level can be practiced by every library media specialist in every single school at least once a year.

Dr. Loertscher's Library Media Center Taxonomy appears on page 7.

****

COMPETENCY 4

The library media specialist serves as a resource person in curriculum development and implementation by:

a. Coordinating the media resources and purchases with curriculum activities, units and textbooks;
b. Participating actively in curriculum development;
c. Developing and maintaining awareness of the curriculum in all areas;
d. Coordinating the utilization of statewide instructional television with curricular units.

****

The resources of the library media center should reflect the curriculum of the school. The library media specialist participates in curriculum development as an active participant of the teaching team and is aware of the curriculum in all areas.

Mildred Nickel, in her book, In Steps to Service, concludes that if the resources of the school library media center have been developed to support, to complement, to enrich the classroom instruction as it should, then the media center staff plays a key role in curriculum planning and development and must:

1. Be aware of the total instructional program. Know in what grade students study specific subject areas, such as the Civil War,

LIBRARY MEDIA CENTER TAXONOMY
OF INVOLVEMENT IN INSTRUCTION

by David V. Loertscher

1. NO INVOLVEMENT
The libary media center is bypassed entirely.

2. SELF-HELP WAREHOUSE
Facilities and materials are available for the self-starter.

3. INDIVIDUAL REFERENCE ASSISTANCE
Students or teachers get requested information or materials for specific needs.

4. SPONTANEOUS INTERACTION AND GATHERING
Spur-of-the-moment activities and gathering of materials occur with no advance notice.

5. CURSORY PLANNING
Informal and brief planning with teachers and students for library media center involvement - usually done in the hall, the teachers' lounge, the lunch room, so forth. (Here's an idea for an activity and new materials to use. Have you seen...? Can I get you a film?).

6. PLANNED GATHERING
Gathering of materials is done in advance of class project upon teacher request.

7. EVANGELISTIC OUTREACH
A concerted effort is made to promote the multimedia individualized instruction philosophy and the LMC program.

8. SCHEDULED PLANNING IN THE SUPPORT ROLE
Formal planning is done with a teacher or group of students to supply materials or activities in response to a previously planned united or project.

9. INSTRUCTIONAL DESIGN, LEVEL I
The library media specialist participates in every step of the development, execution, and evaluation of an instructional unit, but there is still some detachment from the unit.

10. INSTRUCTIONAL DESIGN, LEVEL II
The library media center staff participates in grading students and feels an equal responsibility with the teacher for the achievement.

11. CURRICULUM DEVELOPMENT
Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

state government, South America, physics, geometry, and build the collection accordingly.
2. Visit classes as often as possible.
3. Know the methods of teaching used, as well as the classroom situations. Is team teaching used? flexible scheduling? the linguistic approach to the teaching of reading?
4. Attend all faculty meetings and contribute to them.
5. Develop good interpersonal relations with teachers. Join them in the staff lounge. Eat lunch with them. Get to know them as individuals, and give them opportunities to know you personally. Break down any barriers to communication with free interchange of ideas.
6. Become involved in the actual planning of the curriculum. Participate in systemwide and individual school curriculum committees. Volunteer to act as a resource consultant, to provide information about materials and equipment.
7. Include a professional collection in the media center with a wide variety of resources for teachers to use in professional growth.
8. Conduct in-service training sessions for teachers, showing them what is available in the media center and the techniques for using the materials, equipment, and services.
9. Involve teachers actively in the materials selection program. If they do not know specific titles, find some for them on the subject they suggest.
10. Know the bibliographies in textbooks and include as many as possible in the media center collection. Be constantly alert for new materials which will bring these bibliographies up-to-date.
11. Add subject headings in the card catalog and in the vertical file that is taken from the course of study.
12. Participate. Be a member of the instructional team.

The library media specialist should also be knowledgeable of instructional television resources and assist in the utilization of these resources. Several methods to increase the use of instructional television in the schools include:

- Become familiar with ITV programming and share information with teachers
- Share the INSTRUCTIONAL TELEVISION SCHEDULE BOOK, RESOURCE BOOK and THE SKILLS/CONCEPTS INDEX with teachers
- Explain the use of all print materials to teachers
- Order teacher guides for all instructional series and make the guides accessible and encourage use by teachers
- Post and/or distribute all ITV newsletters, brochures and other publications received during the school year
- Request a staff development workshop or consultation with the MAET area utilization specialist.

****

COMPETENCY 5

The library media specialist assists teachers in the production of materials by:

a. Providing individual assistance to teachers in producing materials;
b. Working with the administration to provide teachers the needed supplies and equipment for the production of materials basic to instruction;
c. Providing "ideas" and masters for production of learning center materials, bulletin boards and transparencies;
d. Informing teachers of all production services available within the school and school system.

****

Commercially produced materials cannot always meet all instructional needs. With the current emphasis on individualized instruction, there is always a demand for locally-produced materials. Therefore, each school should have a basic production capability including: the production of transparencies, audio cassette tapes, 2 x 2 slides, videotapes, and varied graphic materials. There are many advantages to local production:

1. Locally produced materials can be more current.
2. The end product most closely matches the particular instructional need of the teacher.
3. Parts of the material can usually be adapted to meet changing needs.
4. Students can assist in production activities which develop self-confidence and motivation.
5. Local production is less costly and produces tailor-made materials.

Teachers should be made aware of the design and production capabilities of the school and district through in-service activities and curriculum planning, as well as newsletters and other communication tools. Teachers should have the option of producing their own materials or of having the library media specialist assist them in material production.

The development of media materials as a district level responsibility may be more comprehensive and cost effective. A district media center may include a graphics lab, a photography facility, a video production studio and a video and audio duplication center.

CHAPTER II

THE LIBRARY MEDIA SPECIALIST PROVIDES GUIDANCE AND ASSISTANCE TO STUDENTS IN THE USE OF THE LIBRARY MEDIA CENTER AND ITS RESOURCES IN ORDER TO MEET INSTRUCTIONAL OBJECTIVES AND INDIVIDUAL ENRICHMENT.

The library media center program and staff have unlimimited opportunities for serving students through reference service, research service and reading guidance. The following three competencies suggest patterns for library media specialists to follow in providing guidance and assistance to students.

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COMPETENCY 6

The library media specialist provides sequential instruction to students through a variety of methods including the following:

a. Orientation of students to the center's resources and procedures;
b. Informal instruction in the use of the center's resources on an ongoing basis;
c. An instructional plan for teaching the use of the media center;
d. Active implementation of the instructional plan;
e. Instruction to classes on the use of specialized resources as needed.

****

Instructional objectives relating to information retrieval are defined as those which enable students to locate materials and to find information within materials located. Students need to learn certain basic process skills of access to resources such as:

(1) Knowledge of library media center organization, facilities, personnel, and procedures;
(2) Selection and use of appropriate materials for curricular or leisure activities;
(3) Skill in analyzing, interpreting, organizing and evaluating information;
(4) Skill in communication, including the production of oral, written and visual materials.

An instructional plan for teaching the use of the media center to students includes orientation to its resources and procedures, and instruction in the use of specialized resources on an ongoing basis.

18

The introduction and continued application of these process skills are best achieved through their integration with objectives identified in all skill and content areas of the instructional program. Implementation of the objectives will require cooperative planning by teachers and media specialists in developing teaching strategies, determining instructional responsibilities and assessing mastery levels of skills taught.

A method for incorporating these process skills into the instructional program follows on the next eleven pages. This suggested method was developed by the State Board of Education of Connecticut and published in A Guide to School Library Media Programs. The grade levels listed for skills are intended as guidelines only. Determination of when a selected skill should be taught depends on a number of factors, such as the school's program of studies, grade level grouping of students, and the needs and interests of individual students.

Developed by the State Board of
Education of Connecticut

Scope and Sequence
Competencies Related to Grade Level

Competency Area 1 Knowledge of school library media center organization, facilities, personnel and procedures

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Locate the library media center	X	X											
Identify areas of the center:													
audiovisual materials storage	X	X											
circulation desk			X	X									
equipment storage			X	X									
fiction books	X	X											
nonfiction books	X	X											
picture books and easy reading	X	X											
production area			X	X									
reference books			X	X									
Name school library media center personnel	X	X											
Identify basic media formats and terms: print, nonprint, periodicals, films, filmstrips, cassette, projector, recorder, records, picture books, easy reading, etc.	X	X											
Observe media center procedures	X	X											
Check out and return materials without assistance			X	X									
Demonstrate proper care of materials	X	X											
Locate easy reader and picture books	X	X											
Identify and locate specific media and accompanying equipment:													
computers			X	X									
film loops and projectors			X	X									
headsets			X	X									
opaque projectors			X	X									
television monitors			X	X									
transparencies and projectors			X	X									
Identify and locate basic reference materials:													
almanacs			X	X									
atlases			X	X									
dictionaries			X	X									
encyclopedias			X	X									
globes			X	X									
maps			X	X									
microform newspaper clipping services								X	X				
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Competency Area 1, continued

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Basic reference materials, continued:													
microforms								X	X				
newspapers			X	X									
periodical indexes						X	X						
periodicals			X	X									
picture file					X								
vertical file					X								
Understand the concept of the reserve system								X	X				
Identify public library resources and services			X	X						X			
Locate production equipment			X	X									
Identify community resources					X	X	X						
Identify interlibrary loan procedures											X	X	
Identify local, regional and national data bases and procedures:													
DIALOG											X		X
ERIC													X
OCLC													X
Locate, identify and be able to use government documents													X
Identify technological advances in communications and learning as appropriate													X

Competency Area 2 Selection and use of appropriate materials for curricular or leisure activities

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Choosing Materials													
Select materials of interest and appropriate level	X	X											
Select a variety of formats, such as picture books, games, puzzles, films, filmstrips, puppets	X	X											
Begin selecting television programs as information sources	X	X											

K 1 2 3 4 5 6 7 8 9 10 11 12

Competency Area 2, continued

Skill	Introduce at Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify and use children's periodicals	X	X											
Listen to a storyteller, record or cassette	X	X											
Begin to select materials by general interest based on the ten Dewey Decimal classifications			X	X									
Distinguish among fiction, nonfiction and reference collections					X								
Begin classifying materials by literary genre: folktales, mysteries, biographies, science fiction, etc.					X								
Discern differences in literary forms and use such distinctions in selecting useful and interesting materials					X								
Develop personal criteria for evaluating and selecting materials that are appropriate to need:													
accuracy											X	X	
detail included											X	X	
format											X	X	
illustrations and special features											X	X	
level of material											X	X	
purpose											X	X	
Use listening and viewing skills in selecting and evaluating materials								X	X				
The Book													
Identify the covers and spine of a book	X	X											
Identify title page, author, and/or illustrator of a book			X	X									
Identify and use specific parts of a book:													
appendix						X	X						
bibliography						X	X						
copyright						X	X						
glossary						X	X						
index						X	X						
publisher and publication date						X	X						
table of contents						X	X						
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 2, continued

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Identify the basic symbols used on maps and globes			X	X									
Use a book index to gather information			X	X									
Alphabetize													
by the first letter	X	X											
to the second letter			X	X									
to the third letter					X								
The Card Catalog													
Locate the card catalog			X	X									
Identify the author, title and call number on a catalog card			X	X									
Use the card catalog to locate materials according to author, title or subject					X								
Use call numbers to access desired materials					X								
Use "see" and "see also" references						X	X						
Increase skill in using subject headings						X	X						
Alphabetize word by word						X	X						
Using Materials													
Use a picture dictionary to match words and pictures	X	X											
Use a dictionary to find the meaning of a word			X	X									
Use a dictionary to obtain pronunciation					X								
Read graphs, charts and maps:													
understand legends					X								
understand symbols					X								
Find material in the appropriate volume of an encyclopedia					X								
Choose the correct source for specific information:													
Abridged Readers' Guide						X	X						
almanacs and atlases						X	X						
dictionaries						X	X						
encyclopedias						X	X						
indexes						X	X						
newspapers						X	X						
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Competency Area 2, continued

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Correct source, continued:													
resource files						X	X						
single volume reference book						X	X						
Subject Index for Children's Magazines					X								
telephone directories					X								
Identify the types of information available in newspaper sections and special features						X	X						
Locate current information													X
Use special references:													
gazettes										X			
historical atlases										X			
special encyclopedias								X	X				
Use advanced indexes:													
Contemporary Authors													X
Granger's Index to Poetry										X			
New York Times Index													X
Poetry and short story indexes													X
Psychological Abstracts													X
Readers' Guide to Periodical Literature										X			
special books of facts													X
Use special dictionaries and indexes:													
Children's Index to Poetry								X	X				
Concise Dictionary of American Biography								X	X				
Current Biography								X	X				
Foreign Language Dictionaries								X	X				
Junior Book of Authors								X	X				
Newsbank								X	X				
Short Story Index								X	X				
Webster's Geographical Dictionary								X	X				
Use special encyclopedias:													
Book of Lists								X	X				
Guinness Book of Records								X	X				
Popular Science Encyclopedia								X	X				
Worldmark Encyclopedia of the Nations								X	X				
Young People's Science Encyclopedia								X	X				
Use special references:													
Biography Index											X	X	
Book Review Digest											X	X	
books of quotations											X	X	
Contemporary Literary Criticism											X	X	
Dictionary of Scientific Biography											X	X	
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Competency Area 2, continued

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Special references, continued:													
Facts on File											X	X	
Landers Film Review											X	X	
National Geographic Index											X	X	
Roget's Thesaurus											X	X	
Statesman's Yearbook											X	X	
20th Century Authors											X	X	
Who's Who											X	X	
Be aware of specialized reference tools associated with various disciplines													X
Use bibliographies in all available formats to locate information								X	X				
Use interlibrary loan											X	X	
Use community resources								X	X				
Use resources from the public library								X	X				
Using Equipment													
Select appropriate equipment for using nonprint materials			X	X									
Follow verbal instructions for using materials and equipment	X	X											
Follow written instructions for using equipment			X	X	X								
Operate a													
cassette player	X	X											
computer	X	X											
film loop projector	X	X											
film projectors					X						X	X	
filmstrip projector	X	X											
record player	X	X											
Use a listening station			X	X									
Use a simple still camera					X								
Use a motion picture camera					X								
Use a copystand or visual maker									X				
Use microform readers									X				
Operate videotape equipment					X	X							
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Competency Area 2, continued

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
	Introduce at Grade Level												
Operate more advanced audio and visual equipment				X									
Be able to independently locate all materials in the library media center and operate the accompanying equipment											X	X	

Competency Area 3 Skill in analyzing, interpreting, organizing and evaluating information

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Finding Information: The Card Catalog													
Recognize that the card catalog is an alphabetical index of all the media center resources			X	X									
Locate information by using author, title or subject cards			X	X									
Use guide cards			X	X									
Disregard "a," "an," and "the" in titles			X	X									
Locate various formats through coding			X	X									
Use call numbers to locate materials			X	X									
State the purpose of the information on catalog cards					X								
Distinguish between author, title and subject cards						X	X						
Use "see" and "see also" references						X	X						
Understand special filing rules:													
nothing precedes something						X	X						
numbers filed as if spelled out						X	X						
Use subheadings for locating information								X	X				
Utilize the card catalog for search and documentation of information										X			
Finding Information: Reference Books													
Understand the alphabetical arrangement of information in encyclopedias and dictionaries			X	X									
Use subject headings, guide words and cross references					X								
Interpret maps						X	X						
Interpret graphs and charts						X	X						
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 3, continued

	Introduce at Grade Level												
Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Processing Information													
Use television as an information source			X	X									
Develop, evaluate and manage a realistic understanding of one's television viewing habits					X								
Describe advertising arguments, and techniques used in magazines, radio and television commercials					X								
Browse purposefully through current magazines, newspapers, etc. during leisure time					X								
Identify key words and phrases						X	X						
Categorize information into appropriate subjects						X	X						
Analyze what is being seen or heard						X	X						
Identify an appropriate source of information for completing a specific task						X	X						
Select appropriate media for a task						X	X						
Organize information gathered from a variety of sources:													
generalize or summarize information						X	X						
make an outline						X	X						
take notes from print and nonprint presentations						X	X						
write a simple bibliography						X	X						
Differentiate between fact and fiction in television programming						X	X						
Classify television programming as:													
advertisements						X	X						
documentaries						X	X						
drama						X	X						
news						X	X						
situation comedies						X	X						
Distinguish among types of biographies:													
autobiographies						X	X						
collective						X	X						
individual						X	X						
Compile information from a variety of sources for reports and papers								X	X				
Use footnotes and bibliographies for information and documentation								X	X				
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 3, continued

	Introduce at Grade Level												
Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Discern propaganda techniques used in advertisements								X	X				
Recognize biases and stereotypes in materials								X	X				
Determine currentness and appropriateness of materials								X	X				
Use critical evaluation skills in television viewing								X	X				
Adhere to copyright regulations								X	X				
Use computer to solve problems								X	X				
Employ evaluation skills to													
accuracy, truth, realism										X			
appropriateness of format										X			
biases, stereotypes										X			
continuity										X			
currentness										X			
materials										X			
Develop a plan for a media project including a timeline for research, production and presentation										X			
Compare and contrast from a variety of sources										X			
Skim material for key words, phrases, relevancy										X			
Draw conclusions and implications from materials read, viewed or heard					X						X	X	
Distinguish between relevant and irrelevant data											X	X	
Develop a systematic approach to a project											X	X	
Develop a systematic approach to locating information											X	X	
Compare and contrast television programming components with those of a novel											X	X	
Name methods for influencing television offerings											X	X	
Research topics efficiently													X
Make judgments in locating effective and appropriate sources of information													X
Apply evaluation skills to materials used outside the school setting													X
Determine the basic idea of information presented in a variety of formats:													
use picture clues	X	X											
use oral clues	X	X											
	K	1	2	3	4	5	6	7	8	9	10	11	12

Competency Area 3, continued

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Identify a sequence of events	X	X											
Recall content	X	X											
Identify main ideas from print and nonprint materials			X	X									
Distinguish between the characteristics of fiction and nonfiction materials			X	X									
Draw conclusions from print and nonprint materials											X	X	
Develop an appreciation of quality in materials													
awareness of "classics"					X								
awareness of award-winning literature					X								
awareness of quality films					X								

Competency Area 4 Skill in communication, including the production of oral, written and visual materials

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Retelling stories or information													
orally	X	X											
pictorially	X	X											
in writing	X	X											
Present creative ideas through student-produced media:													
combine media formats											X	X	
prepare a storyboard								X	X				
produce a picture book	X	X											
Work with other students in groups	X	X											
Participate in discussions			X	X									
Produce visuals			X	X									
charts			X	X					X	X			
dioramas			X	X					X	X			
maps			X	X					X	X			
transparencies			X	X									
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Competency Area 4, continued

	Introduce at Grade Level												
Skill	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Use computer as a communication tool			X	X									
Operate simple equipment for production or presentation:													
cassette recorders						X	X						
dry mount press					X								
lettering devices					X								
reel-to-reel tape recorders						X	X						
simple camera					X								
thermal copier					X								
videotape equipment						X	X						
Make a model storybook with title, author, covers, copyright date, publisher, table of contents					X								
Write simple computer programs					X								
Prepare a filmstrip						X	X						
Use photography to communicate:													
black and white still photos								X	X				
motion picture film								X	X				
slides								X	X				
Use cameras and darkroom equipment								X	X				
Produce a photo essay								X	X				
Interview for information								X	X				
Give and take clear directions										X			
Create advertisements for a specific purpose							X						
Prepare extensive bibliographies											X	X	
Assist others in locating and using the center's materials and equipment										X			
Present information in alternative forms						X	X						
Use advanced audiovisual skills:													
computer programming											X	X	
film editing											X	X	
video editing											X	X	
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

COMPETENCY 7

The library media specialist assists students in locating materials and answering reference questions by providing the following:

a. Individual guidance in the use of the card catalog and other indexes;
b. Bibliographies and reading lists;
c. A current vertical file and a community resource index;
d. Follow-up assistance to students requesting reference services.

The school library media program assists students in developing habits of inquiry as well as encourages them to become competent users of all available resources. This often includes providing assistance to individuals in addition to providing instruction to groups. The scope of any reference service is dependent on the quantity and strength of the resources available within the librrary media center and in the school community. Bibliographies, reading lists, community resource files, vertical files are all tools for providing effective and efficient reference services and should be considered essential by any library media specialist.

The following are essential components of effective reference service to students:

1. Be open to assist studens. Let them know the media center is an "information place."
2. Make students aware of all resources and how to use them.
3. Assist students in the use of all indexes, including the card catalog. Note if they are able to locate materials on the shelf after using the card catalog independently.
4. Cooperate with other libraries, through interlibrary loan, for assistance to students with reference needs not met in the school's library media center.

The library media specialist's role in providing reference service is not complete until the progress of the student has been checked to determine if the resources provide both the general and specific information for answering the student's reference question.

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COMPETENCY 8

The library media specialist encourages reading, provides reading guidance, and maintains an awareness of students' reading habits and interests through the following:

a. Establishing rapport with individual students to create an awareness of good literature and stimulate reading interests;
b. Providing materials appropriate to varying reading levels in a variety of formats which meet individual needs and interests;
c. Making use of standard bibliographies and reading lists as guidance tools;
d. Scheduling book talks, storytimes, book fairs and other appropriate activities.

****

Reading guidance is a systematic process of providing assistance to students in selecting enjoyable, understandable books; in making meaningful and useful the vicarious experiences they have in books; and in using reading as a rich investment in their interests, needs and concerns. In planning for reading guidance of the student it is essential that the library media specialist provide material appropriate to the varying reading levels of the students and know that the purposes of reading are:

- To extend experience;
- To re-live and re-experience the advertures of others;
- To develop understanding of one's self and others;
- To understand one's world;
- To gain spiritual and aesthetic values;
- To understand the motives of human conduct;
- To learn about faraway places;
- To develop love of country and democratic ideas;
- To seek adventure, release and escape;
- To secure ideas;
- To find answers to questions;
- To gain skill in comprehending printed page and reading for meaning;
- To identify and solve problems;
- To develop appreciation and imagination; and,
- To build values.

These many purposes provide the media specialist constant direction when either introducing and discussing books with a senior English class or when scheduling a story hour for a kindergarten class. The library media specialist should always create an awareness of the bene- of becoming and being well-read.

CHAPTER III

THE LIBRARY MEDIA SPECIALIST ESTABLISHES AN INVITING ATMOSPHERE CONDUCIVE TO INDIVIDUAL AND GROUP INQUIRY, RESEARCH, STUDY, AND LEISURE ACTIVITIES.

The general atmosphere of the media center will play a definite role in the use of the facility by students, faculty and administrators. The materials and equipment in the school library media center are most important in relationship to use. The media center staff must make adequate preparation for the arrangement of facilities, including space, furniture, instructional materials, equipment, and exhibits to provide for maximum and orderly use by both individuals and groups.

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COMPETENCY 9

The library media specialist assumes responsibility for student behavior in the media center as follows:

a. Maintains an attractive and orderly center with an atmosphere conducive to self-discipline;
b. Establishes rapport with students, disciplines fairly and objectively, and encourages respect and understanding;
c. Creates a climate which encourages quality use of the facility and its resources by students;
d. Establishes behavioral policies at all levels;
e. Implements behavioral policies at all levels.

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Student behavior in the library media center is dependent on all the various elements being brought together in a total atmosphere that is conducive to positive behavior. Careful attention to the placement of furniture, the flow of traffic and the accessibility of materials is necessary if the student is to be expected to exhibit positive self-discipline while in the center.

Students should know what behavior is expected of them while in the center. Behavioral policies, stated in the most positive way, should be distributed regularly to students and should be made available to parents. These policies should be simple, but comprehensive, and should be acceptable to the majority of students, school administrators and teachers.

* * *

COMPETENCY 10

The library media specialist plans the arrangement of the library media center's space and furniture for easy accessibility as follows:

a. Plans floor space to accommodate the percent or number of students as outlined in applicable current standards;
b. Plans for adequate furniture, proper lighting, and sufficient electrical outlets to meet program needs;
c. Provides attractive physical arrangements conducive to a variety of learning activities;
d. Arranges furniture to discourage noise, traffic, and disciplinary problems;
e. Plans access to all resources for students with special needs.

* * *

Plans for housing and equipping the school library media center must be given careful consideration. The center program will depend, to a great extent, on the size, shape and arrangement of the facilities. When planning for the remodeling of existing space or the building of a new facility, there should be a planning committee including a representative of the school administration, central administration, district media supervisor, the library media specialist, a classroom teacher and the architect. An outside consultant, with a background in educational media center development, may give valuable input to the planning process. Students, faculty, staff, and others who may use the center should have an opportunity to offer suggestions.

In planning the library media center it is important to consider the school curriculum, teaching styles, types of materials and equipment to be housed, various services to be provided and the clientele to be served. Although first consideration must be given to current needs, future projections regarding the size of the collection, the number of students and the expansion of services will require adequate consideration. Each center will be individually designed to meet the needs of the school where it is located.

A convenient location will contribute to the success of the library media center. Since the center is an integral part of the curriculum, it should be centrally located where it is easily accessible to all. The center should be located on the ground floor with a pleasant view and free from distracting noises, such as the cafeteria or band area. Preferably there will be an outside entrance so that the center can be used when other areas of the school are closed. Provision should be made for easy expansion. Although unusual spaces may be attractive, furniture arrangement and expansion often prove to be difficult in irregularly shaped rooms or buildings.

The physical elements of the center help to establish the overall environment of the center. The needs of the people using the area must be considered as well as the requirements of materials and things. The center should be well-ventilated, comfortably heated, and, when possible, air-conditioned. Adequate lighting and good acoustical conditions for ceilings and floors are important. Furniture should fit the size of students using the facility and should be comfortable and easy to move, in order to provide flexible arrangement of space. Provisions should be made for displays and exhibits. Agreeable textures and colors should be used on furniture, walls, windows and floors.

Careful consideration must be made for disabled students. Where there are stairs there must also be ramps so that all material and services are available in the least restrictive environment. The space between shelves should be wide enough to allow easy access by wheelchair students. Passageways should be kept free of obstructions and doors should be wide enough to allow for the wheelchair. Beyond these basic arrangements for accessibility the library media center staff should be alert to individual needs, such as retrieving a very heavy book, or one that is on a high shelf for the physically limited student.

There should be adequate space for using the instructional materials and equipment. Special rooms and areas will be needed, such as a reading area, conference area, listening and viewing area, computer space and adjoining classroom.

Reading areas to be used by groups and/or individuals should include:

- In elementary school, floor space for accommodating the largest plus 5 to 10 students, and floor space for the reading circle;
- In secondary school, floor space to allow for seating 10 to 20 percent of the student body;
- Space to house vertical or flat files, catalog cabinets, newspaper tables, and so forth;
- Floor space for circulation desk, which, as the center of student activity, should be accessible from the entrance and from the office-work area, but does not have to be immediately adjacent;
- Shelving space for book collection, including special shelving for reference books and, in elementary schools, for picture books;
- Shelving for current issues of magazines;
- Display areas, bulletin board(s), exhibit case(s) in the reading room and in the corridors and lobbies nearby;
- Space for storing filmstrips, slides, audio and video recordings, films and computer software.

Special areas within or adjoining the reading room should include:

- Provisions for individual listening, viewing and studying;
- Conference rooms for use by small groups or individuals;
- Provisions for computer use.

Classrooms accessible to the reading room should:

- Provide space for teaching study skills, for group discussions, for large classes, for individual study, for listening, for viewing, and for meetings such as staff, clubs, school organizations;
- Perhaps be large enough to serve as assembly room for television viewing, for dramatics or other such activities;
- Be provided with adequate ventilation and control of lighting.

The Professional Library should be:

- Adequate for several members of staff at one time;
- Convenient to librarian's office.

The Librarian's Office should:

- Have space for a desk, filing cabinets, shelving, and necessary office machines;
- Allow for easy access to and supervision of reading areas, charging desk, reference services, work and storage rooms.

A Library Workroom will need:

- A sink, work counter, and cabinets for library supplies;
- Electrical outlets;
- Space for work table and chairs;
- Shelving for books to be processed;
- Door direct to corridor or passageway.

Storage space should include:

- Shelving, for printed materials, back issues of magazines for reference use; shelving for at least 10 to 30 magazine titles in an elementary school and for at least 30 to 60 magazine titles in a secondary school;
- Flat storage such as a plan file for posters, charts, maps, and other display material.

Storage area for audio-visual materials/equipment should include:

- Enclosed cabinet sapce for storing projectors, screens, equipment tables, phonographs, tape recorders, viewers, so forth;
- Appropriate storage for films, filmstrips, slides, audio and video recordings and computer software;
- Flat storage with drawers for posters, charts, maps, so forth.

A Room or Space for preparing instructional materials requires:

- Space for work table, chairs, filing cabinets, paper cutter;
- Work counter for use in making teaching materials and posters;
- Special electrical outlets for dry mounting press, projectors, photocopier, and other equipment.

Preview Space for groups to preview materials needs:

- Adequate provision for ventilation and control of lighting;
- Well-placed screen and electrical outlets;
- Acoustical privacy.

The following are suggested sizes for special areas:

AREA	SIZE	SPECIAL FEATURE
Reading Room(s)	25 to 35 square feet per student	
Conference Room(s)	120 square feet, minimum	Separated from reading room by partition that provides for separation.
Classroom	800-1000 square feet floor area, preferably larger	Access to corridors, equipped with permanent screen, wired for audio-visual equipment, control of artificial and natural lighting.
Professional Library	should be determined by size of school and teaching staff. Approximately 150 square feet is recommended	
Librarian's Office	100 square feet, minimum	
Library Work-Storage	200 square feet for elmentary school, 350 square feet for secondary schools	
Audio-Visual Work	200 to 300 square feet	Work and storage should be separated, if possible

Special furniture and equipment will be required in the library media center. Furniture and equipment in a school library media center should accommodate the program of library service, suit the physical stature of the pupils who are to use the library media, fit the space available, and be purchased from a reliable firm specializing in standard library equipment.

Furnishing will include:
- -book shelving
- -magazine shelving
- -picture book shelving (in elementary schools)
- -newspaper racks
- -dictionary and atlas stand
- -stands for bibliographic tools
- -charging desk
- -librarian's desk
- -book trucks
- -card catalog
- -filing cabinets
- -display equipment (bulletin boards, glass wall cases)

-reading and study tables
-chairs
-carrels (for individual study)
-storage and work units for equipment and material
-storage and work units for the library workroom and librarian's office
-software shelving
-moveable equipment carts

Shelving should be adjustable, should have standard dimensions, and should line all available wall space in the reading area.

STANDARD DIMENSIONS OF LIBRARY SHELVING

Book Shelving

Height	Elementary Schools	5 to 6 ft.
	Secondary Schools	6 to 7 ft.
Depth	Standard	8 to 10 ft.
	Oversize and Picture Books	12 to 14 ft.
Distance Between Shelf Supports		3 ft.
Thickness of Shelf		7/8 - 13/16 in.
Space Between Shelves		10 in.
Shelving Capacity (Number of books for a shelf 3 ft. long)	Average	30
	Reference Books	18
	Pictue Books	60

Magazine Shelving

Height		Usually 5 to 7 ft. but may vary depending on type of school and location in the room
Depth	Slanting	16 in.
	Straight	12 in.

Shelving for Phonograph Records

Height		5 to 7 ft.
Depth		16 in.
Space Between Shelves	Standard Records	14 in.
	Oversized Records	16 in.

STANDARD DIMENSIONS FOR READING TABLES AND CHAIRS

Tables

Height	Elementary	25-28 in.
	Junior High	27-30 in.
	Senior High	29-30 in.
Width		36 in.
Length		5-6 ft.
Diameter (When using round tables)		4 ft.

Chairs

Height	Elementary	14-17 in.
	Junior High	16-18 in.
	Senior High	18 in.

SPECIAL LIBRARY FURNITURE

Dictionary Stand

Some school use a combination stand for atlases, unabridged dictionaries, and large reference books. The most common type of dictionary stand used by most schools is the type with sloping top and shelves below 44 inches high, 21 inches wide, and 15 inches deep. A revolving dictionary stand for use on a table or counter-height shelving is preferred by some librarians.

Charging Desk

A charging desk of a standing height - 39 inches is recommended for secondary schools. It should be equipped for filing book cards and storing circulation equipment and returned books. A charging desk of a sitting height - 30-32 inches is recommended for elementary schools. The shape, size, and finish will vary with the library, depending on the space available and decor.

Card Catalog

This piece of furniture should be of the sectional type so that it can be expanded as needed. At least five trays are needed for a potential collection of 1,000 titles. Each tray will hold approximately 1,000 cards. The cabinet should be manufactured by a recognized library furniture company since card stock is precision-cut by centimeter measurement.

Filing Cabinets

Legal-sized, four drawer cabinets for information files are necessary in school libraries. The number of cabinets will vary depending on the size of the school.

Study Carrels

Carrels provide an opportunity and occasion for individual study. The use of carrels may reduce the number of tables required. A wide variety of arrangements is possible, ranging from a small desk and chair to complex centers equipped with electronic equipment for viewing and listening.

Equipment

Each school library media center shall have equipment available or readily accessible to meet the instructional needs of the school. Since schools have differing needs, documentation of the availability of sufficient equipment to support the instructional program should be provided.

1. General basic equipment should include:
    a. TV monitor, video player
    b. Filmstrip equipment-silent and sound projectors and viewers
    c. Record players
    d. Video recroder and antenna system to receive instructional programming
    e. Audio cassette recorder/players
    f. 16 mm projectors
    g. Listening units
    h. Overhead projectors
    i. Opaque projectors
    j. Slide projectors and viewers
    k. Projection screens
    l. Moveable equipment carts of appropriate heights

2. Additional equipment which may be necessary to meet curricular needs:
    a. Microcomputers
    b. Microprojectors
    c. Laminator
    d. 8mm projectors
    e. Radio
    f. Controlled readers
    g. Quality audio recording device
    h. Microform readers/printers
    i. Cameras and accessories; video, 35mm, simple, 8mm

3. Access is needed to the following:
    a. Copy machine
    b. Thermal copier/transparency maker
    c. Paper cutter
    d. Typewriter for teacher use other than librarian's typewriter
    e. Portable public address system

* * *

COMPETENCY 11

The library media specialist plans, prepares and arranges bulletin boards, displays and exhibits to promote learning as follows:

a. Consistenly maintains attractive bulletin boards, displays and exhibits that promote interest and enhance the learning atmosphere;
b. Produces and maintains patterns, picture files and other materials that are useful in the production of bulletin boards and displays;
c. Assists students in the preparation of bulletin boards and displays;
d. Solicits available community resources for displays and exhibits that offer learning experiences for students;
e. Provides space in the library media center for displays from classrooms.

* * *

The atmosphere of the school library media center is enhanced by attractive, colorful and appropriate bulletin boards and displays. These can be correlated with classroom activities, holidays and school projects. While it is incumbent upon the staff to keep all displays fresh and rotated regularly, it is important that the amount of time and effort expended to maintain them not infringe on the library media specialist's time in working with students and teachers and attending to other work responsibilities. This can be accomplished by utilizing clerical, student or volunteer assistance for preparing the displays, by using displays of student work from classrooms, and by borrowing available community resources of displays and exhibits. With only a proportionately small additional expenditure of time and effort, all materials, patterns, pictures and like materials can be maintained in an organized manner and be available for future use in the library media center of classroom.

CHAPTER IV

THE LIBRARY MEDIA SPECIALIST ORGANIZES A MEDIA PROGRAM THAT ASSURES OPTIMUM USE OF RESOURCES AND FACILITIES BY BOTH STUDENTS AND TEACHERS.

In order to insure the smooth operation and full utilization of the school library media center many activities which support the center's program must be carefully planned and efficiently executed. The collection of materials and equipment must be acquired to meet the identified instructional objectives determined by the faculty. These materials then must be organized and arranged to allow easy location and use. Adequate controls must be established for keeping the collection balanced and up-to-date. Other records will be needed to provide additional statistical data for improving library media center service. Clear, concise circulation policy and systematic scheduling of the center facilities will encourage maximum utilization of the space and the collection.

****

COMPETENCY 12

The library media specialist provides the needed equipment and media materials for teachers to accomplish instructional objectives by the following:

a. Assessing needs and making recommendations to the administration;
b. Assisting teachers in locating and selecting media from available sources including the school system, Mississippi ETV, and other agencies;
c. Assuming the responsibility for instruction in the operation of equipment;
d. Coordinating the purchase of resources to reflect curricular needs and avoid duplication;
e. Scheduling the use of facilities and resources to provide for optimum utilization and accessibility.

****

The library media specialist should be involved in the process of curriculum development from the determing of objectives to their implementation in the classroom. The task will vary according to the individual school. The library media specialist is in a unique position, (not administrator, or classroom teacher), to provide valuable input to the classroom teacher and the administrator in the area of educational needs assessment and making recommendations to meet those needs.

With the knowledge base continuing to expand it is impossible to have in one media center all of the materials and equipment needed to carry out the carefully designed curricular needs. No one will be as knowledgeable about what is available both from within the school district or from outside agencies as the library media specialist.

The Mississippi Authority for Educational Television provides a statewide network of television and radio programming which is available to every school in this state. Staff and materials are provided, free of charge, to help teachers integrate this resource into their teaching activity. The library media specialist is the liaison with this agency and can assist teachers in locating and selecting materials.

Educational media equipment is of no use if school personnel do not know how to operate it. The library media specialist has the responsibility for teaching teachers, administrators, and students the proper care and operation of the basic equipment. This can be accomplished on a one-to-one basis with a particular piece of equipment or it can be as a planned activity involving several individuals and a variety of equipment.

The following tips on the purchase of equipment can help to eliminate or minimize some of the problems associated with this activity:

1. Decide on the message BEFORE deciding on the medium.
2. Ask for the BENEFITS of the equipment to be purchased . . . . not the shiny surface features.
3. Consider carefully the need for enabling facilities, for maintenance, and for service.
4. There are few universal rules in the art and science of media selection which in turn affects equipment purchase. The "best" medium for a specific application is simply the "least costly and one that works." Making that decision is a mix or pragmatism, experience and showmanship . . . plus a sense of what the audience wants-and needs.
5. An expensive toy is only a toy; non-print materials and equipment can and must pay their own way as part of the overall educational plan.
6. Resist the temptation to buy the latest fad. Just because they have a new widget, it isn't inevitable that is is right for every situation.
7. Pick the vendor carefully . . . as one would a doctor, a lawyer, or anyone else from whom professional competence is expected.
8. Integrity works both ways: when seeking bids, never advertise one set of standards and then accept another.
9. Remember that with equipment, price and quality are partners.
10. In any presentation, it is nobler to succeed simply than to fall on a grand scale.
11. Machines, like people, need tender loving care. A regular program of preventive maintenance with the necessary spare parts on hand will save many hours of downtime.
12. A competent dealer doesn't sell only equipment or materials; his other products include integrity, service, warranty back-up . . . plus help in deciding what to buy and what not to buy.
13. When in doubt, seek professional help!

****

COMPETENCY 13

The library media specialist establishes and maintains a balanced, comprehensive collection of media (print and non-print) and equipment as follows:

a. Provides a collection which supports the instructional program of the school and is adequate for reference work, general and recreational reading;
b. Builds an up-to-date and appropriate collection containing a variety of media on varied learning levels;
c. Involves teachers and students in selection of media and equipment and maintains a consideration file for future purchases;
d. Provides an adequate collection of current and professional materials for faculty use;
e. Selects in accordance with an approved written policy using standard recommending sources.

****

The effectiveness of the entire school media center program depends on having materials that students and teachers need for supporting not only the instructional program of the school but also their general and recreational reading and enjoyment. Building a library media center collection is not easy. Choosing the materials is a difficult and time-consuming task that calls upon the skill and training of the library media specialist.

The school library media specialist should have a thorough knowledge of:

The Community Of Which The School Is A Part

The librarian must recognize the cultural and economic background of the homes from which the students come. She should also know what resources are available to students in addition to those of the school library.

The Student Body

The librarian must be aware of the student's hobbies, plans for the future, reading interests and should keep abreast of all of them. The librarian should make every effort to ascertain the reading level of the individual students who use the library. Through experience, the librarian should attempt to identify pupils as normal readers, slow readers or superior readers. This knowledge comes from visting classrooms, from conferences with teachers and from examining various school records.

The School

The librarian must know the purposes of the school. She must know the teaching staff as individuals and become thoroughly acquainted with their methods of teaching. Above all, the librarian MUST KNOW THE CURRICULUM - what is taught and when it is taught.

Selection Aids and Sources

The best method of selecting materials for library media centers is careful reading of the material. However, the average library media specialist often does not have the time or opportunity to examine books and other materials before purchasing them and must rely on reviews and lists of materials when selecting for the collection. There are many publications that can be helpful in this process. The following titles are some of the basic selection aids available to the library media specialist:

El-Hi Textbooks in Print. Bowker.

General Encyclopedias in Print. Bowker.

National Information Center for Education Media. Bowker.
- Index to Educational Audio Tapes
- Index to Educational Overhead Transparencies
- Index to Educational Records
- Index to Educational Slides
- Index to Educational Video Tapes
- Index to 8mm Motion Cartridges
- Index to 16mm Educational Films
- Index to 35mm Educational Filmstrips

Paperbound Books for Young People. Bowker.

Subject Guide to Books in Print. Bowker.

Subject Guide to Children's Books in Print. Bowker.

Best Books for Children: Preschool Through the Middle Grades. 2nd ed. Bowker, 1981.

Best of Children's Books, 1964-1978. Supt. of Documents, 1981.

Books for Secondary School Libraries. 6th ed., Bowker, 1981.

Brown, Lucy G. Core Media Collection for Elementary Schools, 2nd ed. Bowker, 1978.

__________. Core Media Collection for Secondary Schools, 2nd ed. Bowker, 1979.

Children's Catalog. Wilson.

The Elementary School Library Collection: A Guide to Books and other Media, 13th ed. Brodart, 1981.

Junior High School Library Catalog. Wilson.

Senior High School Catalog. Wilson.

Some bibliographies are not evaluative but provide information about materials currently available. Useful titles in the area include:

Books in Print. Bowker.

Children's Books in Print. Bowker.

Cumulative Book Index: A World List of Books in the English Language. Wilson.

Some magazines that provide reviews of books and non-print materials are as follows:

Booklist. American Library Association.

Bulletin of the Center for Children's Books. University of Chicago.

Choice. American Library Association.

Horn Book Magazine. Horn Book.

Instructional Innovator. Association for Educational Communicatoons and Technology.

Instructor. Instructor Publications.

Library Journal. Bowker.

School Library Journal. Bowker.

School Library Media Quarterly. American Association of School Librarians, American Library Association.

Teacher. Crowell-Collier Macmillan Professional Magazines.

Top of the News. American Library Association.

Wilson Library Bulletin. Wilson.

Before any materials are selected for purchase, a written selection policy should be developed and adopted by the board of education. The criteria for selection are basically the same for books and non-book materials. Some additional guidelines will be needed for evaluating the technical quality of nonprint materials. A sample selection policy and a sample request for reconsideration of materials are provided on the following pages.

SAMPLE

LIBRARY MEDIA CENTER MATERIALS SELECTION POLICY

I. Statement of Philosophy

The Board of Education and media staff of the __________ Public Schools subscribe in principle to the following statment of policy expressed by the American Association of School Librarians:

Bill of Rights
for
Library Media Center Programs

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end the American Association of School Libraries reaffirms the Library Bill of Rights cf the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socio-economic backgrounds and maturity levels of the students served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs and ideas so that young citizens may develop the habit of critical thinking, reading, listening and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political and ethic groups, and their contributions to our American heritage as well as a knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

II. Responsibility for Selection of Materials

The Board of Education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library media center are selected by the library media specialist with the cooperation of the faculty, the administration and, when feasible, the students.

III. Criteria for Selection

A. It is the policy of the __________ Public Schools to select materials for library media centers in accordance with the following principles:

1. Instructional materials are chosen because they are of interest and have learning value for the students in the community. Materials are not excluded because of race, nationality, religion or political views of the writer.

2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our times, international, national, and local. Books and materials of sound, factual authority are not removed or banned from library resource center shelves because of partisan or doctrinal disapproval.

B. Certain factors are considered in the selection of library media center materials.

1. Selections are made for, and in accordance with, the different maturity levels of the students.

2. Materials are selected which fill a need related to the curriculum and/or contribute to the developemnt and enrichment of the student.

3. In the selection of materials, reviewing tools such as standard catalogs are used. When possible, audio-visual materials are previewed before purchase or ordered with return privilege guaranteed.

4. The following specific criteria are considered:

    a. The overall purpose of the materials and how well it is accomplished.
    b. Reputation and significance of the author.
    c. Timeliness or permanence of the material.
    d. Importance of subject matter to the collection.
    e. Accuracy of material.
    f. Reputation and standards of the publisher or producer.
    g. Readability and reader appeal.
    h. Quality of writing and illustrations.
    i. Appearance of the title in material selection aids.
    j. Price.

5. Non-fiction subjects which are topics of criticism are carefully considered before selection. Among these are:

    a. Religion - Factual, unbiased materials which represent all major religions may be included in the library resource center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.

b. Ideologies - The library media center should, without making any effort to sway the reader's judgment, make available basic factual information on the maturity level of its reading public on ideologies or philosophies that are of current or continuing interest.

c. Science - Medical and scientific knowledge suitable to the developmental stage of the students should be made available without any biased selection of facts.

6. Fiction has assumed an important role as an educational medium. The sound treatment of significant historical, social and personal problems in books of fiction can contribute to the understanding of human problems and human relations. Fiction is acquired to supplement areas of the curriculum and to encourage and develop the reading interests of students.

IV. Gift Books and Materials

A. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with Board of Education funds. The practice of a donor's purchasing new books or materials as library media center gifts is discouraged. It is preferable that donors make monetary gifts for purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.

B. Gift books and other materials, once accepted by the __________ Public Schools, become the property of the __________ Schools.

V. Guidelines for Reconsideration of Materials

It is recommended that a student or his/her parent should have the right to reject the use of library media center materials which seem incompatible with his/her values and beliefs. It is further recommended that classroom assignments involving library media center materials provide for alternate choices. This procedure is consistent with the National Council of Teachers of English statement of Students' Right to Read, which is endoursed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children.

Any parent who wishes to request reconsideration of the use of any library media center material in the school must make his/her request in writing on forms provided through the building principal. The completed form is to be returned to the principal. If the principal is unable to satisfy the complainant during an informal conference, he/she should refer the matter to the Review Committee. No administrator, library media specialist or teacher should agree to withdraw an item without referring it to the Review Committee which determines whether the material should be withdrawn from any or all schools.

This Review Committee is appointed as needed with recommendations for its membership being made by the Coordinator of Library Media Services and approved by the Superintendent. Its membership normally consists of:

Voting Members

Assistant Superintendent for Instruction	
Curriculum Consultant	
Principal	appropriate to
Library Media Specialist	the level of
Instructional Staff Member	the material
Coordinator of Library Media Services, Chairperson	

Non-voting Members

Complainant(s)	
Principal	representing school
Library Media Specialist	which received
Instructional Staff Member(s)	complaint

The material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals. The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the Coordinator of Library Media Services.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the Board of Education through the Superintendent. The final decision then rests with the Board of Education.

SAMPLE

School ______________________________ Date ______________

REQUEST FOR RECONSIDERATION OF LIBRARY MEDIA CENTER MATERIALS

Name of Complainant ______________________________________

Address ____

Occupation ____

Kind of Media ____

Title ____________________________ Author or Producer ______________

Reason for Objection (Cite particular sequences and approximate location in media.) Specific Objections:

Any merits noted in this media:

Have you read, viewed and/or auditioned the entire material to which you object? ________

Have you read, viewed and/or auditioned other media by this author or producer? ________

What do you believe is the theme or purpose of this material? ________

____

____

What material on the same subject would you recommend for replacement?

Title ____________________ Author or Producer ____________ Copyright Date ______

Is your alternate selection in our library media center? ____________

Signature ______________________

****

COMPETENCY 14

The library media specialist assumes the responsibility for classifying, cataloging, and organizing materials for easy access as follows:

a. Classifies and catalogs print and non-print materials according to approved standards;
b. Uses pre-processing, processing kits, or printed catalog cards when possible;
c. Maintains current and accurate shelf list and card catalog;
d. Processes materials promptly to assure immediate availability;
e. Uses case labels, shelf labels, signs and posters to explain the library arrangement and to guide library users.

****

The books in most school libraries are arranged according to the Dewey Decimal System of Classification. In this system all knowledge is divided into ten subject divisions; each division is given a number ranging from 000 to 999:

DIVISIONS OF THE DEWEY DECIMAL CLASSIFICATION SYSTEM

000-099	**General Works**	Books that contain information about many subjects.
030	Encyclopedias	
100-199	**Philosophy**	Man thinks - books that deal with how, why, and what a person thinks; and the kind of person he is.
137	Personality	
150	Psychology	
170	Conduct of Life	
200-299	**Religion**	Man thinks about God - books about religion, including the Bible, Bible stories, and mythology.
220	Bible	
291	Mythology	
300-399	**Social Sciences**	Man deals with his neighbor - books that deal with the relationship of people in law, government, vocations, international relations, and social relations.
304	Social Problems	
330	Economics	
353	State and National Government	
371.42	Vocations	
395	Etiquette	
398	Legends and folklore	
400-499	**Language**	Man speaks to his neighbor - books that tell how to speak, write, and use our language, or some other language.
423	English Dictionary	
425	English Grammar	
463	Spanish Dictionary	

500-599	**Science**	Man discovers the natural world - books that describe the natural world and its laws, including mathematics, chemistry, physics, and biology.
510	Mathematics	
520	Astronomy	
530	Physics	
540	Chemistry	
580	Botany	
582	Trees	
583	Flowers	
590	Zoology	
598.1	Reptiles	
598.2	Birds	
600-699	**Useful Arts**	Man learns to make useful things - books that tell how to do and how to make things that are useful, including books about inventions, homemaking, and shop work.
610	Medicine	
620	Machinery	
621.38	Radio	
629.1	Aeronautics	
640	Homemaking	
641.5	Cookbooks	
646	Dressmaking	
671	Metal Work	
684	Woodwork	
700-799	**Fine Arts**	Man learns to enjoy and make beautiful things - books about leisure-time activities, such as hobbies, moving pictures, and sports.
720	Architecture	
730	Sculpture	
740	Drawing, Design	
750	Painting	
780	Music	
793	Indoor Sports	
796	Outdoor Sports	
800-899	**Literature**	Man records his thoughts - books that contain the literature of a nation--in poetry, drama, essays, and other forms.
808.08	Collections of Literature	
808.3	Short Stories	
820	English Literature	
821	Poetry of One Author	
821.08	Collections of Poems	
822	Drama	
824	Essay	
860	Spanish Literature	
900-999	**History**	Man records his actions - books of history, biography, travel, and geography.
910	Travel and Geography	
917.3	Travel in the United States	
918	Travel in South America	
920	Collective Biography	
921(B)	Biography (See below)	
930	Ancient History	
940	European History	
973	U. S. History	
973.2	U. S. History--Colonial Period	

973.7	U. S. History--Civil War
976.4	Texas History

Fiction

Fiction is arranged on the shelves alphabetically according to the last name of the author; as Schultz, Sperry, Stevenson. In most cases, the first letter of the author's surname is placed on the spine of the book.

Biography

Individual biography is arranged by subject. This method is used so that all biographies of one person will be placed together on the shelves. Individual biographies are lettered 92 or B with the subject's initials or name written below. For example, all biographies about George Washington are lettered:

92 or B or 92 or B
W W Washington Washington

Special Collections

Every library has special collections that are often designated by a symbol above the classification number or by a special marking. Some of the special collections that may be in the school library are listed below:

Collection	Symbol or Special Marking
Short story or story collection	SC or 808.3
Individual biography	B or 921
Reference books	R
Information file (vertical file)	IF or VF
Pamphlets	Pam

CLASSIFYING AND PROCESSING BOOKS

Classifying a book is merely determining its subject. This is the decision which makes it possible for the librarian to bring together on one shelf all books written about the same subject. Determining the subject of a book is not always an easy task.

Titles are frequently misleading and descriptions of books printed on the jacket (blurbs) very often have little to do with the real book.

The best and most accurate method used to determine what a book is about is to read the book and to relate it to the known subject fields. Since reading an entire book in order to classify it is an impossibility for most librarians, they have to resort to other methods that are practical, efficient, and brief. A standard method used by many librarians is referring to certain professional tools or aids:

- Commercial Catalog Cards
- Children's Catalog
- Basic Book Collection for Elementary Grades
- Basic Book Collection for High Schools
- Basic Book Collection for Junior High Schools
- Junior High Catalog
- Standard Catalog for High School Libraries
- Dewey Decimal Classification Guide (abridged or unabridged)

Some sources for commercial processing are:

- Baker and Taylor (Complete kits are available with alternative specifications.)
- Bound-to-Stay-Bound (Kits and complete processing are available for books in their catalog.)
- Brodart (Complete processing card sets or kits are available.)
- Follett Library Book Co. (Processing kits are available.)

Some sources of catalog cards are:

- Catalog Card Corporation of America
- General Microfilm Company
- Library of Congress

Some publishers and producers now provide processing information for their publications. "Cataloging in Publication" (CIP) is a program which offers catalog card information on the verso of the title page of a book.

When commercial catalog cards are unavailable, the library media specialist must decide on the appropriate classification number. It becomes necessary to classify books by using any available tools and techniques that will place the book in the most appropriate and usuable subject area. In general, the following points should be considered in determining the classification number of the book:

- Check all possible sources of information about the subject of the book. (The best source of information is the book itself.)

- Check the preface, the introduction and table of contents for clues to the contents of the book.

- Consult any other available authorities. (Other established card catalogs, other books, other libraries, other librarians.)

- Select the most appropriate number and assign it.

PREPARING THE BOOK

Having decided upon the classification number, the next step involves applying it to the physical processing of the book. The following outline lists suggested procedures to follow in preparing the book for circulation.

A. Turn to title page

B. Assign classification number in upper left hand corner or other location on title page. (Some librarians assign classification number in upper right hand corner, or in middle of page.)

C. Assign copy number (or accession number if you use accession record) in upper right hand corner of title page.

D. Directly beneath first digit of the classification number, place the first letter of the author's last name unless the book is an individual biography. In this case, use the first initial of the last name of the subject of the book--the person about whom the book is written.

NOTE: This combination of the classification number and the initial letter of the author's last name (or, for individual biography, the initial letter of the subject of the book) is referred to as the CALL NUMBER of the book. The call number becomes a permanent identification number for the book.

E. When processing sets of books containing a number of volumes, place volume number directly under author's initial. This, too, is part of the call number.

F. Book is now ready for book card, book pocket, date due slip, and lettering the spine.

COMPLETED BOOK CARDS AND POCKETS

A. The book pocket should be pasted on either the inside front cover or inside back cover, whichever the individual librarian prefers. the date due slip is pasted on page opposite the book pocket.

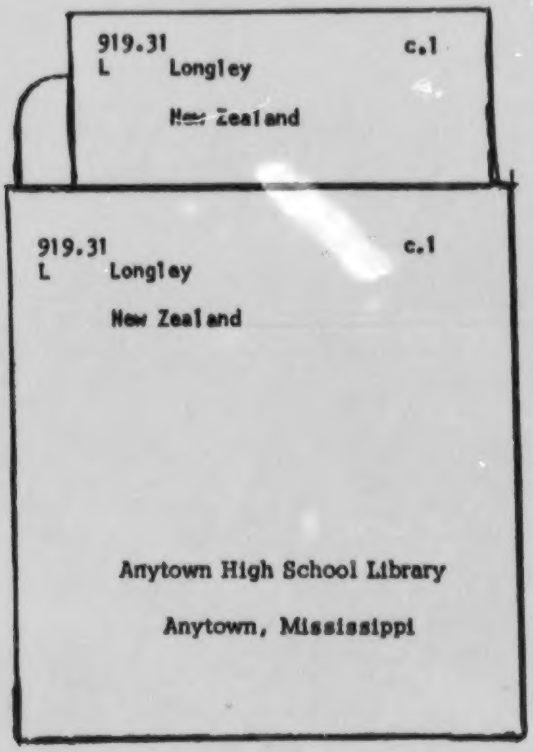
B. The call number is typed in the upper left hand corner of both book card and pocket.

C. The copy number or accession number is typed in the upper right hand corner of both book card and pocket.

D. The author's last name and the title of the book are also typed on both book card and pocket.

E. The name of the school is stamped on book pocket.

NOTE: The spine label should show call number of book when it stands on the shelf. The label can be hand lettered with an electric stylus or typed on adhesive labels especially designed for this purpose.


919.31 c.1
L Longley
New Zealand
919.31 c.1
L Longley
New Zealand
Anytown High School Library
Anytown, Mississippi

CATALOGING OF BOOKS

Cataloging is a process in which the end result is telling students or other library patrons what is in the library. It extends the work begun by classification in selecting a variety of topics or subject headings that describe the contents of the book accurately. The selections of subject headings must be made available to the reader in such a way that he may see the relationship between "his book" and all materials in the library.

"Where are the books about birds?" How many times during the year does the school library media specialist answer questions of this nature?

The average school library media specialist spends many hours of the day "giving directions" as to location of materials. When the library collection is cataloged, this task is minimized. The cataloging process develops an index to all the materials in the collection in much the same manner that a book's index provides the reader with a "key to the book." The form of the index to the library is quite different from that of a book. The library's index is usually made available in the form of a file of 3" x 5" cards called the Card Catalog.

The Card Catalog

The card catalog is an alphabetical index to the contents of the library. The cards contain all the pertinent information about the collection by providings the reader with answers to the following questions:

What is the title of a book?
Who wrote the book?
What subjects does the book cover?
Are there any related subjects that may be used in discovering the contents of the book?

If commercial catalog cards are purchased for a book the cataloging is included.

Catalog Headings

Printed cards provide printed classification numbers and printed catalog headings for the book. In essence, printed cards through catalog headings help the patrons discover:

- the title of the book
- the author's name (his real name or his pseudonym)
- joint author of the book (if it has more than one author)
- subject or subjects that the book covers (what is the book about?)
- the illustrator of the book

In order to complete the set of catalog cards it may be necessary to add the accession or copy number to the shelf list card. Purchasing information, if the book has been purchased with special funds, should also be indicated on the shelf list card.

The Shelf List

The shelf list is a record of all books in the library arranged in the same order that the books stand on the shelves.

The shelf list card includes:

--The call number
--Author
--Title

- --Publisher and date
- --Number of pages
- --Accession information for each book, to include price, source of funds, supplier, and date acquired

The purposes of the shelf list are as follows:

- --To give a complete record of books owned by the library.
- --To show the books in each classification owned by the library.
- --To serve as a tool for taking inventory.

Filing Shelf List Cards

Arrange the shelf list cards according to broad classification number, as all 100's together, all 200's, and so forth. Arrange each "hundred" group numerically, as 500, 530.7, 531, and so forth. Then within each group of cards having the same classification number, except individual biography, arrange the cards alphabetically by author, as 531, 531.
A B

Exceptions: Arrange cards for individual biography alphabetically by the name of the person written about.

If there is more than one book by an author within one classification, file by the title of the book.

Filing the Cards

After the catalog cards have been completed, the next step involves assembling the card catalog or putting together, in one alphabetical arrangement, all of the catalog cards that have been typed for all of the books. This becomes an index to the collection.

The following suggested filing procedures may prove helpful for beginning library media specialists.

- --If possible, keep the card catalog up-to-date with the collection of books or materials as they are processed. (File the cards as they are typed.)

- --Remove the shelf list cards from the catalog cards if they have been prepared at the same time. The shelf list file is different from the card catalog and should be kept separate from the general catalog.

- --Sort the cards by the first letter of the first word on the first line of the card.

- --Do not file by "a" or "the" if either appears as the first word in any heading.

- --After the order is established, file by 26 letters of the alphabet.

--File cards by work rather than by letter.

--Abbreviations are filed as if they are spelled in full. (Example: Mr. - File under Mister)

--Numbers are filed as they are spelled. (Example: 100 Story Poems. File under One Hundred)

--If words are hyphenated, file as separate words.

TYPES OF NONPRINT MATERIALS

Nonprint materials are those used for instructional purposes other than books, pamphlets, or periodicals. The materials are in such form that communication occurs through hearing or seeing, or both. Audiovisual denotes the same types of materials and is commonly used when referring to nonprint materials. The following glossary of terms includes most of the standard types of nonprint materials used in elementary and secondary schools.

Art Print: A reprint of a work of art.

Chart: Information in list, picture, table, or diagram form.

Film: A motion picture film.

Silent: no sound track has been recorded on the film

Sound: film has self-contained sound track

16mm: most widely used size currently in use

8mm: short films, silent, sometimes called film loops, usually contained in a cartridge. Equipment of the same manufacture is usually necessary for projection.

Filmstrip: There are two kinds--silent and sound. The silent filmstrip is a 35mm film containing a sequence of still pictures with printed captions or accompanying script. The sound filmstrip is accompanied by a phonograph or tape recording.

Flash card: Words, phrases, or symbols are printed on cards that are convenient for manipulation by hand. They may be held before the viewer for recognition training or for drill purposes.

Globe: A sphere on which is a map of the earth or the heavens.

Kit: A combination of several types of learning materials.

Map: A reproduction of any geographic region.

Model: A reproduction of "the real thing" on a small scale.

Picture: A drawing, painting, sketch, and so forth.

Disc Recording: A phonographic record, which may be monaural or stereophonic, is usually 10 to 12 inches in diameter. The most common speed is 33 1/3 revolutions per minute. Other speeds sometimes used are 78 and 45 revolutions per minute.

Tape Recording: Sound recorded on magnetic tape instead of on a phonograph record.

Slide: A 2" x 2" film or transparent material for projection (bound or masked).

Transparency: Transparent materials for the overhead projector, usually 7" x 7" or 10" x 10" in working-area dimensions.

CLASSIFYING AND CATALOGING NONPRINT MATERIAL

Which scheme of classification shall be used? In answering this question, it is necessary to know the two types of classification schemes used in school libraries for nonprint materials - the accession number system and the Dewey Decimal Classification system. The decision as to which scheme will be used is determined on the basis of need for a subject classification approach. If a subject arrangement of materials is desired, then the Dewey system should be used; however, if a subject arrangement is not deemed necessary the accession number system will suffice.

The Accession Number System

This system uses a letter symbol indicating the type of material plus a number indicating the chronological order in which that particular item was added to the library collection.

All types of library materials may be entered as they are received so that the accession number indicates only the chronological order and provides a running number count at all times. Expansion of the nonprint materials collection would not become a problem. The chief advantage of the accession number system lies in its simplicity. Assigning call numbers involves no professional judgment on the part of the cataloger. Also, it is possible to make materials available for use before permanent cataloging is completed.

However, since the material is numbered in the order that it is received, there is no relation between the call number and the subject of the material. This system depends entirely on the use of a catalog to locate materials by subject. Also, it establishes a system of completely separate storage of nonprint materials.

Handling duplicate copies creates a problem in maintaining the correct numbering system.

The Dewey Decimal Classification System

Many librarians have found the Dewey Decimal Classification System adaptable to all types of nonprint materials. The argument in favor of Dewey is strongest in school library media centers where teachers and pupils have free access to all materials. Arbitrary schemes of classification which attempt to group all nonprint materials according to subjects in the school curriculum have proved unsuccessful because so many materials cut across several fields. In the final analysis it becomes apparent that only through the card catalog can all materials on a subject be brought to the attention of both teachers and students.

Through the Dewey Decimal System, nonprint materials are classified by subject and the coordination of all materials is achieved. By the addition of a symbol indicating the type of material, a call number is created.

This call number may then be used to shelve both print and nonprint materials either together or separately, whichever seems most advantageous. However, since the assigning of Dewey Classification numbers requires professional training or experience, the rate at which materials are made available for use will depend on the amount of professional time provided for this service.

Suggested Symbols for Nonprint Materials

Art Print	AP
Chart	CH
Film	F
Filmstrip	Fs or FS
Flashcards	Fc or FC
Globe	G
Kit	K
Map	Ma
Picture	P or Ph (Photograph)
Disc recording	R, A; (for Album), LP for long playing

Tape Recording	Ta
Slide	Sl
Transparency	Tr
Vertical File Material	VF
Computer Program	CP
Video Tape	VT

CATALOGING OF NONPRINT MATERIALS

- Materials are cataloged so that a library patron may locate items easily.
- The same general principles that guide the cataloging determined for books apply to the cataloging of nonprint materials.
- The Unit Card System is used in cataloging nonprint material. This is the same system used for books: the set of cards consists of a basic main entry or unit card and duplicate cards with added entries placed above the main entry.
- The descriptive information on the card should be definite and full enough to inform the patron about the content and nature of the material.
- However, the information included on the card will vary according to the needs of each library. For example:
    - Elementary schools will require descriptions in simpler language
    - If there is particular emphasis on certain subjects in the curriculum, detailed descriptive notes may be required.

Call Number

The call number consists of:

- A symbol to designate type of material
- A number placed by or under the symbol. (The number depends on which classification scheme is being used - Dewey or accession)
- No letter, one or two letters may be placed under the classification number. The letters represent the beginning filing word.

Main Entry Card

- Use title as main entry for nonprint material. (If material has no specific title the cataloger may supply a "filing title")
- Identification of the type of material follows the title. (Optional)
- The imprint (name of producer or manufacture) is placed on the title line following the identification of the type of material.
- The collation (physical description of material) should be included on main entry card.
- If a series is cataloged separately, the title of the series should be included. (Often teachers are more acquainted with materials by series rather than by title.)
- Grade level is usually noted on main entry card. The following abbreviations are suggested in designating grade level:

P	Primary Grades (K-3)
E	Elementary Grades (4-6)
JH	Junior High (7-9)
HS	High School (9-12) or (10-12)
Ad	Adult

- Note any accompanying material (teacher's guide, printed text, so forth) on main entry card.
- Follow the same procedure used for books in assigning added entries.

Shelf List Card

- The shelf list card is completed to include the price, source of funds, supplier, and date acquired.
- The shelf list card is filed.

****

COMPETENCY 15

The library media specialist provides control of all materials and equipment by conducting a yearly inventory of all media and equipment and discarding inappropriate and obsolete items as follows:

a. Maintains an accurate shelf list and an accurate inventory of all media (print and non print) and equipment;
b. Develops an effective system of checking the collection piece by piece against the shelf list and counting the number of items in the collection;
c. Weeds collection regularly and discards out-of-date and irrelevant materials;
d. Pulls shelf list cards and catalog cards when materials have been missing for two years;
e. Maintains a detailed record of inventory results (additions, deletions, and current status).

****

The shelf list file is the official record of all materials and equipment that are a part of the individual school library media center collection. Each shelf list entry represents a single title or item arranged by classification number. The shelf list must be complete before an accurate inventory can be taken since this is the record used for this purpose.

An annual inventory determines whether all the items acquired for the collection are indeed there. Since taking a complete and accurate inventory is such a time-consuming process, the decision may be made by the library media center staff and the school administration to take inventory every other year. The end of the school year is usually a convenient time to take inventory.

Steps in taking inventory:

1. Check the shelf list to be sure that cards are in the proper order (classification number).
2. Read the shelves to be sure that all books and other materials are in their proper place.
3. Use two people to take inventory. One to read shelf list cards, while the other checks for the item on the shelf.
4. If there is an item without a shelf list card, turn it down on the shelf so that a new card can be made later. (When the new card is made, be sure to check the card catalog to determine whether there are cards in the catalog for that item.)
5. If there is a shelf list card for a missing book, stand the card up or put a paper clip on it. Check any outstanding files (lost books, bindery list, and so forth) to determine the location of the item. If the missing item is not located, pencil an "M" for

missing and the date. If it is found later, erase the notation. If the item does not reappear within two years mark the item as permanently missing and pull the catalog cards.

6. In the event that there is more than one copy of the title, pencil in the "M" and date by the accession or copy number of the missing copy. Count the number of items in each category, as well as the number missing. Inventory records will vary with different school systems, but all of them should show the number of items within a category, the number added, and the number withdrawn since the last inventory and the balance. A separate record should be kept for each kind of material, along with a summary sheet that provides grand totals.

Example:

Books

	Volumes Added	Volumes withdrawn	Balance
000 100 200			

Inventory Summary

	1985	1986	1987	1988	1989
Books Cassettes Tapes Filmstrips					

Inventory records are also needed for equipment. A simple but efficient way to keep track of the equipment is to put all of the necessary information on a 3" x 5" card similar to the shelf list card used for books and nonprint materials. These can be a different color. These can be filed behind a guide card at the back of the shelf list file. There should be a separate card for each kind of equipment and these should be filed in alphabetical order - overhead projectors, record plays, and so forth. Recorded information should include the manufacturer's name, model number, serial number, inventory number (accession number or copy number), cost, date of purchase, vendor; source of funds for each piece of equipment and repair information may also be included. Inventory records similar to the ones kept for books and nonprint materials should also be maintained for equipment. A computer printout may be useful for this process.

Sample of an Inventory
Control Card for Equipment

AUDIOVISUAL INVENTORY CONTROL CARD

Equipment Type: ______________ Model Number: __________ Serial Number: ______
Vendor: ______________________ Inventory Number: ______ Brand: ______________
Acquisition Date: ____________ Source of Funds: ____________________________

Inventory Date	Condition	Teacher	Date Sent For Repair	Date Returned From Repair	Cost

Inventory Procedures for Federal Programs

Local school districts should maintain inventory records on equipment and books purchased with federal funds for at least five years. An item-by-item inventory should be maintained by each school. The school district should maintain an inventory on equipment and summary data on books. Appropriate inventory records should be available during on-site monitoring/auditing visits.

Suggested inventory procedures are as follows:

- Acquired items should be inventoried yearly.
- Inventory records should be physically checked yearly against books and equipment.
- Loss, damage, or theft should be fully documented.
- All books and equipment purchased under a federal program should be marked as indicated in the following example:

"ECIA Chapter 2, 1985"

Systematic discarding is often the first and most necessary act in increasing library use and developing the library collection. It is an integral part of book selection and should be done continuously. It is important to weed the collection in order to be able to give the best possible library service through a collection of materials of quality, to have a collection which is UP TO DATE, to find the books which need REPAIRING, REPLACING, or DISCARDING, and to utilize in the best and most economical way the available space in the library.

The library media specialist assumes the primary responsibility of weeding the collection, but teachers either directly or indirectly play an important part.

A suggested procedure for weeding a school library collection is described below:

1. Sort all books according to broad subject, e.g., history, science, and so forth.

2. Within each subject group, separate:
    a. Books definitely worn out. These should be discarded at once.
    b. Books that need simple mending or cleaning. This group includes books that the library media specialist or his/her assistants can make useable by lightly pasting in loose pages, mending torn sheets, erasing pencil marks with soft eraser, or cleaning the covers of books.
    c. Questionable titles (including gifts!) should be placed in a separate group, and it is at this point that the library media specialist will wish to enlist the aid of teachers in the various subject fields in deciding which books should be discarded. In evaluating each book, the following points should be considered:
        (1) Recency
        The copyright date (this shows the date of the latest revision of the book and is found on the back of the title page) is an important factor, especially in books in the scientific and technical fields, because new discoveries in these fields go out of date very quickly.
        (2) Reliability
        This is important in factual books. Unless the information given is authentic, it is best to discard the book.
        (3) Suitability
        Much valuable information is not useful in a high school library because the language is not simple enough for the students' comprehension. Such books should be donated to a library or an individual who can use them.
        (4) Physical attractiveness
        Shabby or unattractive books often hide the more attractive and useable books in a collection and thus encourage students in careless handling of library materials. Such books should be discarded.
        (5) Probable use
        With the problem of inadequate space that is so common in school library media centers, it is unwise to keep books on the shelves which do not circulate more than perhaps once or twice in three years. Such books are "excess baggage."

3. Weeding is to be carried on continuously. With each book discarded, however, it must be decided whether or not to replace it with (a) a new copy or (b) a later or better edition or (c) a better book, and immediately add this information to the "want list."

When the decision has been made to withdraw a certain book, the following steps should be taken:

1. Remove book cards, checking to be sure the book card includes copy number as well as author, title, and classification of book.
2. Label packs of cards ("Discarded," "To be Replaced," and so forth)
3. Use these cards to:
   - Make shelf list card "Withdrawn" and date of withdrawal
   - Serve as a guide in ordering replacement copies if needed
   - Serve as a guide in removing shelf list card and all public catalog cards if book to be discarded is last copy and no replacement copy is to be ordered.
   - Keep monthly and yearly record of total number of books discarded in each broad subject classification
   - Make each book "DISCARD"
4. Remove the books from the library media center.

SPECIFIC HINTS IN WEEDING
NONFICTION

000	Encyclopedias	New edition is needed at least every five years.
	Bibliographies	Seldom of use after ten years from date of copyright.
	Books about reading Guides, so forth	Value determined by use.
100	Ethics, so forth	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that all subjects in this field are well represented.
310	(Almanacs (Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	(Politics (Economics	Books dealing with historical aspects determined by use. Timely or topical material; discard after approximately ten years. Replace with new editions when available.

340(350(	(Government	Ten years. Watch for new material on government to supersede older.
370-380	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
390	Folklore	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out of date within five years or less. Try to keep collection current by discarding and purchase.
600-618	Inventions Medicine	Five years, except for basic material on inventions and anatomy.
620	Applied Science Mechanics	Five years, unless book contains materials of historical value.

The same general procedure may be used for other types of materials.

* * *

COMPETENCY 16

The library media specialist maintains equipment and assumes responsibility for its repair as follows:

a. Follows established procedures for the repair of equipment based on the policy of the school or district;
b. Makes repair supplies available, has batteries and projection lamps available and accessible, and is available to "trouble-shoot" equipment for teachers;
c. Establishes and implements a plan for preventive maintenance of equipment;
d. Sends equipment for repair promptly and returns it to service as soon as possible;
e. Makes cumulative records on condition and maintenance of equipment.

* * *

Each school or district should establish policies for the repair of equipment. In some districts there will be a full-time person who is responsible for the repair of all equipment in the district. On the other hand, each school may be responsible for the repair of equipment. In any case, definite procedures should be established for identifying the problem and reaching a solution.

Care in the handling and treatment of equipment can help to prevent costly and time-consuming repairs. When repair is necessary it should be done as quickly as possible and accurate records concerning repair and maintenance should be kept on the individual shelf list or inventory cards.

For adequate care of equipment, follow these recommendations of Thomas Ethridge and Robert Thomas, University of Southern Mississippi:

General Preventive Maintenance Tips

1. Use the dust covers provided with and for the equipment. If items are to be stored over long breaks, place these items in garbage bags and seal them.
2. Do not move equipment while it is turned on. Avoid bumping and jarring even when the equipment is off.
3. Make sure all bulbs are seated firmly in the socket. Poor contact can cause the lamp to burn out and also cause damage to the socket. Never use a higher wattage lamp than specified for the projector. Never run a projector from a socket operated by a dimmer switch. Always use the correct type lamp.
4. NEVER touch a projection bulb or the built-in reflector, as this will reduce the life of the bulb. Oil in the skin will react with the heat produced by the bulb and weaken the glass or cause a hot spot on the reflector. If it is touched, wipe it off as much as possible with a cloth wet with isopropyl alcohol.
5. Always make sure the cooling fan(s) are working properly. If the fan is dirty or not running to speed, there will be short bulb life and possible physical damage to the unit.
6. Avoid putting equipment where cords will have sharp bends.
7. Never unplug equipment by pulling on the power cord.
8. NEVER remove the round pin from the power plug! This pin is there for the user's protection.
9. If a machine doesn't work properly once, don't pack it up and send it for repairs. Try the following:

    a) Using the material in another unit; it may be the material.
    b) Using another power outlet.
    c) Looking for a pause button or still switch.
    d) Checking to see if all power cords are plugged in.
    e) Checking to see if all units are turned on.

10. Never work on any equipment while plugged in. The best way to make sure it is unplugged is to put the plug in your pocket because someone else may plug you in by mistake.

11. It it is working, don't fix it.

Record Players

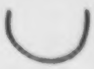
1. If the unit has a neutral speed position, keep the selector in that position when not in use or when stored for a long period of time to keep the idler wheel round.

2. Do not drop the tone arm for it may damage or break the needle or needle and cartridge.

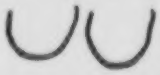
3. If the record wobbles, check to see if the 45 rpm adapter is up.

4. DO NOT USE THE 78 NEEDLE ON LP RECORDS.

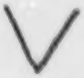
   78 NEEDLE

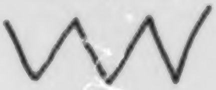
   78 RECORDS

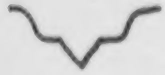
   

   LP NEEDLE

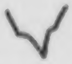
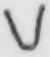
   

   LP RECORDS

   These two are very different. If the 78 needle is used on the LP records over a period of time, there will be damage to the records. The grooves in the record will look like this 

5. Keep records clean - clean them with mild detergent and water.

6. Replace needles when they show wear.  or 

16mm Projectors

1. Dust the projector - use a paint brush.

2. Clean the film path using a cotton swab and isopropyl alcohol.

3. Do not change the machine from sound to silent or from silent to sound unless the projector is running.

4. Make sure all switches and knobs are in the proper position.

5. Make sure the RUN/STILL switch is in the "RUN" position. Check this when some person says, "the motor runs, but nothing moves," or "the motor runs, but it won't thread."

6. Always let the machine run a while with the lamp off; this increases bulb life and cools other components.

7. Put the arms down when moving, because if they get turned over, they will break off.

8. DO NOT repair film with tape, paper clips or any such material. If the film breaks during showing, rethread the projector and lap one or two turns of film already on the takeup reel, then continue with the showing.

9. Never leave a projector running with no one around.

10. Never run the projector in reverse when there is film in the projector, as this may damage the film and/or projector.

11. DO NOT use oil or spray with "WD40." This will cause more problems than it will solve.

Audio Cassette Tape Player/Recorder

1. Keep the cassette player/recorder clean. Use isopropyl alcohol on a cotton swab. It is best to clean the unit before each use, but at least after every 8-19 hours of use.

2. Always clean the cassette recorder before recording.

3. New tapes should be fast-forwarded all the way to the end and then rewound before they are used. This allows the tape to properly seat on the reels inside the cassette.

4. DO NOT use oil or spray "WD40" in a tape player.

5. Do not store cassette players with the batteries in the unit. Batteries could leak and cause damage to the unit by corroding parts. Always make sure battery contacts are clean.

6. You may put just a touch of petroleum jelly on the battery contacts to slow corroding.

7. Avoid head cleaning tapes as most are abrasive and can damage the head(s) over a period of time.

Video Camera

1. Never aim the camera at any bright light (i.e., direct sunlight, spot lights, arc welding flashes, etc.).

2. Always cover the lens when the unit is not in use.

3. Keep the lens clean, but never spray cleaner directly on the lens. Always spray cleaner on lens tissue.

4. Handle camera carefully. Avoid bumping and jarring.

5. If you have a problem, check all switches and cable connections.

Video Tape Player

1. Check all connections if there is a problem.

2. When making a copy of a tape, for best results, hook up the units using one cable for video and one cable for audio.

   NOTE: If the video player is hooked up to the video recorder using "R.F." (like cable vision is hooked to the T.V.), there are two chances for problems. With the "R.F." hook up the player must take the video and audio signals from the tape and convert them to an "R.F." signal, then transmit this signal through the cable to the video recorder. At this point, the recorder must convert the "R.F." signal back to video and audio signal then place it on the tape.

   By hooking up the video player and video recorder using the video out on the player to video in on the recorder and audio out on the player to audio in on the recorder two conversions that are not needed are eliminated. It may be necessary to set the recorder mode switch to "line" input to record in this manner. The tuner has no effect when in this manner.

3. Do not splice videotape, because this may damage the heads when the splice goes past them.

4. A general rule for hooking up video: if there is an output on the player, look for the same input on the T.V.
   (i.e., video out to video in, audio out to audio in, RF out to RF in)

5. Remember the terms "R.F." and "V.H.F." are synonymous terms when hooking up video equipment.

Screens

1. When not in use rewind it into the case to keep foreign matters (i.e., dust and dirt) from collecting on the viewing surface.

2. Tears along the bottom of the screen near the stop bar can be repaired as follows:

   a. Lay the screen on a flat clean surface.
   b. Pull some screen from the case.
   c. Place something on the screen to keep it from rolling back into the case.
   d. Find a straight edge.
   e. Using the straight edge and a knife, cut above the tear.
   f. Revove the stop bar from the part of the screen just cut off.
   g. Cut ½ inch strips of thin cardboard to fit across the bottom of the screen.
   h. Fold the screen material over the cardboard one turn.
   i. Staple the screen to the cardboard with a heavy duty stapler.
   NOTE: Glue can be used, but it takes longer.
   j. Replace the stop bar.

3. If the caps off the stop bar are lost, put tape on the end to keep the stop bar from falling off.

* * *

COMPETENCY 17

The library media specialist establishes circulation procedures for ease of accessibility by students and teachers as follows:

a. Organizes the circulation desk to provide for an efficient system of check-out and control of materials and equipment;
b. Circulates materials and equipment to classrooms for short and long term loan;
c. Maintains circulation files and records;
d. Compiles and collects payments for overdue, damaged or lost media;
e. Reserves material for special use.

* * *

The circulation system that a library media center uses is its means of assuring accountability in the utilization of its collection. It tells the library media specialist what items have been borrowed and who has each particular item.

Most school libraries circulate their materials through the book card system. In this system:

- Each book that may be borrowed from the library media center has a pocket, book card, and date due slip.

- The nonprint material that may be borrowed from the library media center has a book card for circulating purposes.

- The student borrowing the material signs his name and other identifying information on the book card.

- The library media specialist or student assistant in charge of circulation stamps on the book card and on the date due slip the date on which the material is to be returned to the library. (The borrower may be instructed to stamp his own date due slip and book card.) The necessary supplies for this procedure include either hand daters or pencil daters and ink pads.

- Place card in the front of the charging tray until librarian or student assistant is ready to count circulation and file the cards.

- To record daily circulation at the end of the day, take all the book cards for books from the front of the tray, separate into fiction and non-fiction, count each group, and record using a circulation record form. Follow the same procedure for nonprint materials.

- Add the daily totals to secure monthly and annual circulation figures to use in making various reports.

- Arrange the cards for the day's circulation alphabetically by author.

- File the cards behind the guide card for date that this item is due.

- If the circulation is large, the library media specialist may prefer to take the circulation for one full month in the school years (no holidays) and multiply by nine for an approximate annual circulation figure. The one month figure can represent an average month's circulation.

- Circulation records can be streamlined by using weekly forms, which are kept at the circulation desk in a designated place. Statistics can be jotted down during the day and tabulated at the end of each day. At the end of the month the statistics on the weekly forms can be copied into the Monthly Record Book. One page of the monthly form can be used for tabulation of the annual statistics.

- Most school libraries record circulation statistics only for evaluation purposes or some other special reason.

- Some federal programs may require accountability information. Some library media specialists desire to document the use of various pieces of audiovisual equipment. The following sample circulation record may be revised to include such information, or a separate form may be used.

CIRCULATION RECORD SAMPLE

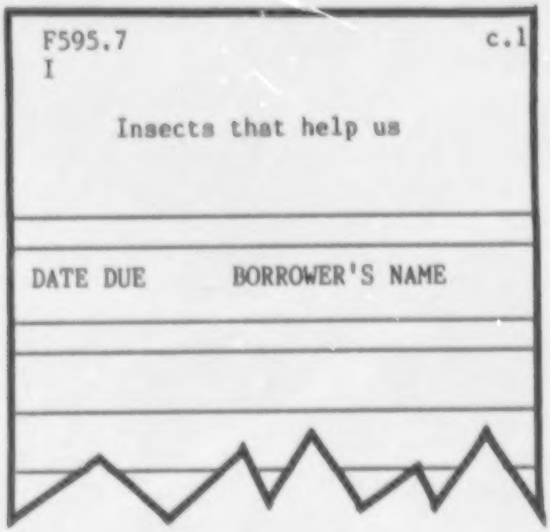
Week of ____________________

	Monday	Tuesday	Wednesday	Thursday	Friday
000					
100					
200					
300					
400					
500					
600					
700					
800					
900-909					
910-919					
920-929					
930-999					
Magazines					
Pamphlets					
Total Fiction					
Total Non-Fiction					
Total Easy					
Total Circulation					
Filmstrips					
Records					
Tapes					
Transparencies					
Vertical File					
Films/Slides					
Book Talks					
Story Hour					
Bibliographies					
Classroom Collections					

Circulation of Nonprint Materials and Equipment

Use a regular book card for circulation purposes. In order to avoid confusion in matching checkout cards to material, include the following information on the checkout card:

- Call number
- Copy number or accession number
- Title
- Number of items if more than one (This would apply in processing a series.)
- Statement of accompanying material



F595.7 c.1
I

Insects that help us

DATE DUE BORROWER'S NAME

NOTE: The physical format of some nonprint material does not permit attaching a pocket to hold the card. However, if it is possible to attach the pocket to the material, it would show the same information as the circulation card.

If it is not possible to use a pocket, the circulation cards may be filed alphabetically by title in an "In File" when not being circulated and in an "Out File" when checked out.

The most economical method of circulating equipment is to use book cards and pockets. Each of these should contain the name of the item and its identifying number. Since equipment may be checked out for extended periods and emergency needs often develop, it is important to have a quick and accurate way to determine what equipment is available. An easy way to tell at a glance what is "out" is to attach book pockets to a large board. There should be one pocket labeled for each type of equipment circulated and these should be arranged in alphabetical order. When a piece of equipment is checked out, the signed card is placed in the appropriate space. The simplest method for filing would be to place the circulation cards for equipment at the back of the circulation file for books and nonprint materials.

Another method for the circulation of audiovisual materials and equipment is the use of special 5" x 8" cards made to fit into a fan-out file. The color coded cards are dated at the top for the use of metal tabs to show when an item is charged out and due back. Cards are available for most kinds of audiovisual materials, providing space for all vital information. The audiovisual equipment card shows cost, manufacturer, service record, and use record.

****

COMPETENCY 18

The library media specialist maintains accurate records and statistics on utilization of materials, services, and facilities as follows:

a. Maintains circulation reports for all media and equipment;
b. Records individual and group use of the facility;
c. Records payments for overdue, damaged, or lost media;
d. Compiles and disseminates periodic reports reflecting the operation of the library media center.
e. Utilizes information to improve programs, services and collection.

****

One of the best ways for keeping the school administration informed about the library media center activity is through reports. Those who may be interested in these reports include:

- the superintendent of the school system
- the school principal
- the local supervisor or coordinator of school library media centers
- the state supervisor or coordinator
- the state accrediting agency
- the regional accrediting agency
- the U.S. Department of Education

The nature and frequency of reports on the local school level are determined by the local school administration in cooperation with the library media specialist. In some schools, reports are submitted at the end of the regular reporting period, when teachers submit grades for report cards. Under this plan the library media center report is presented at a regular time and the administration will be systematically informed about the library media center's activity. Less frequent reports, however, are adequate and commonplace in most situations. Periodic reports furnish material for annual reports and make the task of preparing the annual report much easier. Unfortunately, many school library media specialists look upon reporting as unnecessary and keep very poor records for documenting the use of resources and equipment. In other instances, these reports are handled in a haphazard manner. To improve either case a systematic approach to reporting should be initiated.

When going into a new position, the library media specialist should follow the plan for submitting reports already in effect. If the plan fails to document usage of resources and meeting instructional objectives, an effort should be made to alter the method of keeping records and reporting the information. In a school where library media centers have not been customary, the library media specialist should initiate a regular routine of preparing and submitting reports to the administration.

In order to make reports accurate, it is necessary that certain statistical information be kept consistently. This information covers all or some of the following suggested categories:

- The number of pupils using the library
- The size of the collection of materials (showing number of new title, types, and so forth)
- The amount of materials circulated
- Special services of the library (group meetings, classroom visits by librarian, and so forth)
- School library finances
- Teacher/library media specialist planning

In addition to statistical data, each report should include a narrative that briefly highlights the accomplishments, the innovations, and pertinent anecdotes. Such reports may also include projected goals and recommendations for the improvement of identified needs.

The resourceful library media specialist will find numerous ways to illustrate the library media center report. The following form suggests items to be included (see next page).

SAMPLE

LIBRARY MEDIA CENTER REPORT TO PRINCIPAL

Date ____________________

Narrative

Curriculum Activity -

Areas of Improved Activity -

Objectives for Next Month -

Suggested Improvements -

Statistical Data

Number and Description of Special Programs (Book talks, story time sessions, inservice sessions, and so forth) -

Library Media Specialist/Teacher Planning Sessions (Number of sessions and names of teachers involved) -

Special Use of Library Media Center (Faculty and/or groups) -

Special Observances (Displays, bulletin boards, and so forth) -

Number and Types of New Items Added to Inventory (Books, filmstrips, kits, equipment, and so forth) -

Financial Data

Budgeted:	Books, magazines, nonprint materials, and supplies	$ ______	Equipment	$ ______
Expenditures This Period:	Types of Items		Types of Equipment	
	______________	$ ______	__________	$ ______
	______________	______	__________	______
	______________	______	__________	______
	TOTAL	$ ______	TOTAL	$ ______
Expenditures To Date:	TOTAL	$ ______	TOTAL	$ ______
Balance in Budget:		$ ______		$ ______

Library Media Center Holdings

Number of books last reported ____________

Number of books lost ____________________

Number of books discarded ________________

Number of books added to collection ________

Number of books on inventory to date _______

Number of ______*______ last reported ___

Number of ______*______ lost __________

Number of ______*______ discarded _______

Number of ______*______ added to collection _____

Number of ______*______ on inventory to date ___

* (Fill in the type of nonprint materials)

Continue the reporting form to include space for the various types of nonprint materials and equipment on inventory.

****

COMPETENCY 19

The library media specialist schedules and encourages the use of the library media center and its resources to provide for optimum use as follows:

a. Works with teachers and principal to determine a schedule that meets the needs of the instructional program and that allows for flexible scheduling;
b. Assigns flexible time for class projects upon request;
c. Provides time for individual and small group use;
d. Establishes reserve procedures;
e. Develops a schedule for the use of equipment.

****

There are three types of schedules used by school library media centers including flexible, semi-flexible, and rigid.

In a flexible schedule no time is regularly assigned to a teacher or class, but the teacher selects appropriate time for the class to come to the center as a group and makes the necessary arrangements with the library media specialist. The teacher should accompany the group and assist the students with their assignments.

Rigid scheduling indicates that all the library media center time is regularly assigned to specific teachers and classes. This arrangement is less desirable, because it allows the library media specialist less time for individual and small group activity. In many facilities, there is not enough space for small groups to work when an entire class is in the center.

The best organization of time in the library media center is a combination of flexible and rigid scheduling. This allows for some classes to come to the center on a regular basis, but includes time for individuals and small group activity.

Procedures should be developed to reserve materials for use in the library media center when needed. Materials on a specific subject can be placed on a reserve shelf while the need for these materials exists and returned to the regular shelves when the study is completed.

Most schools do not have enough equipment for teachers to keep it in their classrooms indefinitely. If can be checked out on a daily basis, for a part of the day, or by the week. The circulation method previously described allows for efficient control of equipment.

CHAPTER V

THE LIBRARY MEDIA SPECIALIST EXERCISES LEADERSHIP IN THE DEVELOPMENT OF THE LIBRARY MEDIA PROGRAM.

The key to an exemplary library media program is a library media specialist who assumes a leadership role in the operation of the library media center and in the school.

The school library media specialist assists teachers and administrators in planning and implementing the school curricula and helps students acquire skills for finding and using information for their classroom studies and for lifelong learning.

As a leader, the school library media specialist must have enthusiasm, initiative, energy, and a deep commitment to the goals of the library media program that will stimulate growth and lead to meaningful, satisfactory learning experiences for all students and teachers.

****

COMPETENCY 20

The library media specialist exhibits effective public relations with the following:

a. The administration (School and District);
b. The faculty;
c. The students;
d. The community;
e. The public and academic and special library personnel.

****

Public relations has been defined as a planned effort to influence opinion through socially responsible performance based on mutually satisfactory two-way communication.

However, much activity that is not planned affects public opinion too. Many school library media specialists do not consider public relations high on their priority list of activities but Cosetta Kies in Projecting a Positive Image Through Public Relations says: "Communication about the media center, its materials and services is generally recognized as an area that needs to be examined in the light of its importance in conveying correct and positive information, which in turn fosters a positive attitude about this aspect of learning. Such a positive attitude contributes to a greater chance for support and success. For a media center and its library media specialist to build a solid successful program with a reasonable hope for continued growth, a concerted effort to project a strong, positive image is obviously necessary."

Whether recognized or not, the school library media specialist and all staff members project an image that creates an atmosphere that influences all library users. An enthusiastic and stimulating image can be conveyed only by a staff with a strong conviction that the school library media center is an essential and positive part of the entire educational framework.

Every aspect of the school library media center and its program affects public relations. Negativism on the part of any worker or staff member can easily destroy or damage the overall effect of the program. Therefore, public relations for the school library media center does not necessarily mean writing press releases and holding news conferences although there may be times that these could or should be planned. But a great deal of public relations or the projection of a strong positive image of the library media center and personal contacts, communications, and operating strategies. All of the competencies listed in this handbook performed in a positive way help to create a positive image. There are also many outreach activities that can be planned to promote good public relations. These could include:

1. Participating in faculty functions and other professional groups.
2. Expressing interest in PTA and community activities.
3. Providing appropriate and attractive displays in school halls or community locations.
4. Inviting interesting community leaders and scholars to the library media center for formal and informal presentations.
5. Planning open-house periods in the library media center during PTA meetings, special sporting events, National Library Week, faculty meetings, etc.
6. Writing newsletters and notices or articles for school, PTA, and community newspapers.
7. Giving away book marks and book lists.
8. Sharing student activities with other types of libraries in the community.
9. Inviting the principal, superintendent, and school board to the library media center to view special exhibits or student activities.
10. Sponsoring book-talks and book reviews in the library.
11. Presenting video-tape programs and other audio-visual presentations.

****

COMPETENCY 21

The library media specialist seeks opportunities for professional growth through the following:

a. Reading professional journals;
b. Taking college courses;
c. Participating in conferences/workshops;
d. Participating in in-service training;
e. Participating in activities sponsored by professional groups.

****

Professional growth is never "accomplished." It must be an on-going process.

There are many avenues for professional growth and they may include:

1. Reading current professional literature.
2. Being a significant contributor to the school district's staff development program.
3. Being an active member of the school's curriculum development committee.
4. Participating in professinal organizations. Active participation in professinal organizations can provide opportunities for individuals to enlarge their understanding of the field and its relationship to the total educational picture. School library media specialists can also find opportunities for leadership roles in setting goals in education and in establishing criteria for high standards of performance in school library media programs.
5. Participating in workshops and conferences. It is critically important that school library media specialists participate in planned workshops that explore and evaluate new ideas, methods, and techniques and that provide a fresh flow of information.
6. Taking additional academic work.

The value of social opportunities afforded by these various activities should not be overlooked. Contact with other professionals provides opportunities to discuss, share and discover better ways to provide exemplary library media services.

Knowledge of educational trends, of the curriculum, of the students, teachers, administrators, of materials, of better ways of organizaing and promoting services can never be achieved in full. It is a continuing educational process that, when pursued, provides growth. Professional growth makes the library media specialist a vital, exciting leader on the school's educational team.

COMPETENCY 22

The library media specialist communicates regularly with the principal and/or coordinator as follows:

a. Informal conversations;
b. Memos;
c. Periodic status or progress reports;
d. Formal conferences;
e. Annual report.

No matter how strongly the school library media specialist feels about its importance, the school library media program cannot reach its full potential without the full support and backing of the principal.

Whether or not the program that is administered by the school library media specialist is recognized by the principal as an important and necessary part of the school program will depend to a large extent on the library media specialist's ability to communicate with the principal.

The library media specialist who has creative ideas and who makes plans for the future growth of the library media center in relation to the needs of the school's curriculum and students gains the confidence of the principal. But the principal needs to know that the library media specialist will keep him/her informed about all aspects of the school media program. Any changes in scheduling, policy, materials or services should be brought to the principal's attention as they occur.

Informal conversations in the media center, the teachers' lounge or the hall can be very beneficial in keeping the principal apprised of special activities involving the library media center.

Brief memos to remind the busy principal about some aspect of the program will be appreciated. Concise, organized reports, sent to the principal and the district media coordinator at intervals during the school year will convey the message that the library media specialist is anxious to keep the administration informed about the library media center activities. (Note recommendations under Competency 18.) It is particularly recommended that the library media specialist submit a short narrative report to the principal with a copy to the district media coordinator at the end of the school year. This should accompany end-of-the-year inventory and statistical reports.

Periodic scheduled conferences with both the principal and the media coordinator, occasionally all three together, are important to discuss the program, resolve operating problems, and to establish priorities.

As the school library media specialist conscientiously endeavors to keep the administration informed about the school library media program, the administration will become more aware of the strong influence the school library program has on the entire school program, and this in turn should engender full administrative support and backing.

****

COMPETENCY 23

The library media specialist develops and maintains an effective working relationship with school staff by the following:

a. Serving as an active member of the teaching faculty;
b. Responding positively to spontaneous requests that require the use of media materials and equipment;
c. Ensuring that the requested materials and reliable equipment are are available to teachers at the time requested;
d. Presenting a pleasant, helpful attitude to faculty;
e. Projecting a positive attitude toward constructive recommendations and suggestions by co-workers and supervisors.

****

The library media specialist is the energizing force that powers the educational thrust of the school media program. No matter how large and adequate the media collection, the media program lacks educational significance until its resources and services are synchronized and intermeshed with the ongoing, day-to-day instructional program. The library media program has a vital job to do and it is the responsibility of the library media specialist to see that the job is expeditiously accomplished.

Direct involvement of the school library media program in the instructional process makes the library media specialist an active participant in the drama of teaching and learning. The library media specialist is a teacher in the broadest sense of the term--in training, in certification, in attitude, in function, and in commitment. The responsibility of this position extends far beyond organizing and maintaining a media collection, important and basic though these services surely are. The major responsibility and prime function are to implement the educational program by working directly with teachers to facilitate and expedite their teaching and by working directly with students to effectualize and enhance their learning.

It is of primary importance that the school library media specialist demonstrates the ability to practice effective interpersonal relationships with the school staff. This competency requires an understanding of avenues for maintaining good relations and active channels of communication. Professionals in interpersonal relations advise the following:

1. Give top priority to seeing oneself as being liked, capable, worthy and acceptable to others. Seek ways to improve self-confidence.
2. Reach out and communicate with others. There are two types of messages: verbal and non-verbal. It is important to remember that non-verbal messages can contradict verbal communication. One can consider communication with another person successful when the message is received and interpreted in exactly the same way it was intended.
3. Good communication skills can implement the interpersonal skill of cooperation and service to others.
4. Success in influencing and helping others will extend to the resolution of conflicts.

In working with teachers consider the following advice:

1. Respect the teachers' expertise and respond to them as personalities, each one different from all the others.
2. Never be too busy or too involved with things to give the help requested.
3. Plan informal open discussions with teachers and share ideas.
4. Avoid teacher cliques.
5. Avoid critical attitudes and comments.
6. Communicate to teachers that you value their good ideas and practices.
7. Actively listen to teachers, showing them that you really listen and you really care.
8. Find ways to build each teacher's self-esteem.

* * *

COMPETENCY 24

The library media specialist distributes written communication to keep teachers informed of services and materials through the following:

a. An outline of media center procedures, regulations, and services presented to every teacher at the beginning of the school year;
b. Written communication to teachers informing them of ordering dates and requesting their input;
c. Routing of information and literature on professional materials to the appropriate teacher, department chairman, or grade level chairman;
d. Bibliographies of materials available in special areas including catalogs of nonprint media to support the school instructional plan;
e. Frequent memos to keep teachers informed of services, materials, and new acquisitions.

* * *

Planned conferences and informal visits with teachers are necessary and productive, but it is also wise and essential that the school library media specialist distributes to the teachers neatly typed or printed information regarding the operation of the school library media center. A written communication can be kept at hand by teachers and referred to as need arises.

Library media specialists with access to word processors will find it convenient to keep procedures, regulations and services in a memory bank where they can be easily accessed and revised as needed. Using a word processor for bibliographies, teacher handbooks and nonprint catalogs will enable the library media specialist to update and revise without retyping the entire listing.

Printed or mimeographed routing slips can be quickly attached to periodicals and other materials for circulation to appropriate faculty members.

Sample forms to be used for communicating with teachers follow on the next page.

SAMPLE

Jackson High School
Library Media Center

ROUTING SLIP

(Please initial & pass on to next name)

____

____

____

____

____

Last person please return to LMC

Jackson High School
Library Media Center

____________________ Teacher   __________ Date

You may be interested in the following materials now in the library media center:

____

____

____

____

Jane Smith

* * *

COMPETENCY 25

The library media specialist conducts staff development activities for teachers on the utilization of media within the instructional program by the following:

a. Presenting general information to the entire faculty on a regular basis;
b. Conducting staff development for new teachers to inform them of all services and materials;
c. Conducting staff development with small groups (department or grade level) on specialized needs;
d. Conducting staff development on new programs, services, resources and equipment with all faculty members;
e. Training and informing teachers on an individual basis as needed.

* * *

All staff development must be planned to meet specific goals and should be ongoing as an outgrowth of the evaluation process.

The library media specialist serves as a facilitator of information to assist other faculty members in acquiring materials and equipment for all school staff development activities.

During the school year the library media specialist should assume the responsibility to plan inservice sessions of varying lengths to provide teachers with ideas for planning and expanding behavioral objective lessons using materials from the school library media center and to reinforce skills in operating equipment.

Specific time at the beginning of each school year should be allocated to new teachers for orientation to the media center facilities, services, materials and equipment. All returning teachers should be updated on new equipment and new materials.

The library media specialist should also be aware of emerging areas of educational emphasis and endeavor to acquire current professional books and periodicals for staff reading and discussion.

CHAPTER VI

DISTRICT-LEVEL MEDIA SERVICES

Effective school library media programs at the building level are enhanced by administrative and supervisory coordination at the district level. School administrators who make provision for district media services under the direction of a qualified library media director are able to provide a broader range of services than is possible at the building level alone. They will also find that providing centralized services will prove cost-effective in many ways.

The district library media facility should be part of or near the district administrative unit and should be planned to accommodate services. These services may include but not be limited to:

- Centralized purchasing, cataloging and processing of materials for school media centers
- Inventory
- Maintenance and repair of media and equipment
- A central source for consumable media supplies
- Production of materials and production facilities not practical at the building level
- A collection of materials not readily, conveniently or economically available at individual schools; e.g., 16mm films and an extensive professional library
- Equipment needed by schools on a temporary basis
- Opportunities for examination or consideration for purchase of new materials and equipment
- Central video taping service and circulation of video tapes

The size of the system and the scope of its services will determine the need for staff. The person designated as director of the district media program must be an experienced, certified library media professional with proven management skills. The director:

- Supervises the services of the district media center
- Plans and develops the direction for the school library media program of the district and makes recommendations to the district administration for the improvement of instruction through the school library media program
- Participates in district curriculum staff meetings and serves in a consultant capacity
- Systematically explores current developments and innovations in the field of instructional media and relates pertinent information to administrators, faculties and school library media personnel

- Coordinates all school library media programs within the district and with other networks
- Provides staff development opportunities for library media staff and other school personnel at district and school level
- Coordinates planning for library media program facilities
- Consults with administrators regarding staffing needs for qualified personnel at the local and district levels
- Maintains a liasion with State Department of Education and library agencies
- Plans for on-going evaluation of the total media program

Technical and clerical support staff shall be included at the central level to provide the services listed above.

CHAPTER VII

ROLE OF STATE DEPARTMENT OF EDUCATION

The State Department of Education provides a leadership role through the following:

- Acting as a clearinghouse for information on library media services in the state.
- Administering state level services for school library media centers.
- Formulating long-range plans for the development of school media programs.
- Providing advisory and consultative services to local school districts in school library media center related areas.
- Providing programs of in-service on the concepts and utilization of media to administrators, supervisors, media personnel, and teachers.
- Collecting, analyzing, and disseminating information on the scope and quality of media programs in the state.
- Making recommendations regarding rules, regulations, and policies to appropriate state educational personnel concerning school media personnel and programs.
- Evaluating school library media programs.

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APPENDIX

LIBRARY MEDIA SPECIALIST PERFORMANCE ASSESSMENT INSTRUMENT

This instrument is designed to provide a qualitative measure to profile library media programs, including facilities, resources, personnel and administrative support within an individual school. It may be used in the following ways:

1. To provide a data base for use by an evaluation team to assess the status of a program;
2. As a resource guide describing an exemplary media program;
3. As an instrument for self evaluation for identifying strengths and weaknesses;
4. As a meaningful inservice activity for the school.

A quality library media program is an integral part of the curriculum. It reflects the goals of the total educational program and aids in determining its objectives. The library media program emphasizes that the students are the central concern of of the learning environment. Therefore, the library media program responds to the educational program and the learning environment by fulfilling both individual and instructional goals.

A quality library media program exists when it provides:

1. The resources for teaching and learning.
2. Opportunities for the development of print, aural, and visual literacies in students.
3. Opportunities for development of skills on how to learn, self-directed learning and other means of creative communicative expression.
4. Assistance for teachers in the design of instruction for implementation of the curriculum and effective utilization of media.
5. Opportunities for all users of library media programs through utilization of resources and services available from the community, regional programs, state agencies and networks.
6. Participation by administrators, consultants and library media personnel in program development and administration.
7. Sufficient qualified personnel to implement the program.

Each school's curriculum - its content, quality, diversity and timeliness - is closely linked to the library media center facilities and programs in the school and in the district. The learning resources--print and nonprint--and the services that are available to students and teachers determine to a large extent what and how students will learn. Without the support of the appropriate resources and technology, the total curricula in all subjects and all levels will be impoverished.

The criteria in this document are designed to be used in conjunction with a policy manual, quantitative (regulatory) standards and certification requirements.

Validation for rating items listed may be obtained from interviews, observations, questionnaires and written materials. The indicators are coded to suggest the most appropriate methods of validation. Methods of validation are:

(I) Interview - a face-to-face conference with the library media specialist, principal, supervisor, teacher or students to discuss a particular area.

(O) Observation - walk-in and hands-on examination of facilities and procedures. Suggest spot checking specific titles for classification, shelf listing and cataloging.

(Q) Questionnaire - a written or printed form used in gathering information. Teacher questionnaire could be designed to cover total program. Student questionnaire for areas relevant to student use.

(W) Written - reports, records, memos, policies and card catalog.

INSTRUCTIONS:

Each indicator is to be rated on a 0 to 5 scale according to the conditions listed a *through* e. *Circle one number from the indicators and insert in the brackets the letters of the conditions that most clearly describe the program.*

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
[✓ 2.] Two of the conditions are evident. [b] [e]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

THE LIBRARY MEDIA SPECIALIST AND THE PRINCIPAL ESTABLISH THE LIBRARY MEDIA PROGRAM AS AN INTEGRAL PART OF THE TOTAL INSTRUCTIONAL PROGRAM.

COMPETENCY 1

The library media specialist works with the administration and teachers in:

- a. Identifying needs in integrating library media resources and services with the instructional program;
- b. Developing short range goals for integrating library media resources and services with the instructional program;
- c. Developing long range goals for integrating library media resources and services with the instructional program;
- d. Identifying priorities necessary for achieving short range or long range goals;
- e. Transforming priorities into specific objectives/written policies concerning operation and services.

(W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

****

COMPETENCY 2

The library media specialist works with the administration in the development of a budget reflecting local, state, and federal funds to meet the following:

- a. Established budget priorities according to short and long range plans;
- b. Learning resources designed to support the school's instructional program;
- c. Students' interests;
- d. Current library media standards.

(I,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. All of the conditions are evident.

****

COMPETENCY 3

The library media specialist shall be involved in instructional planning with teachers through the following:

a. Informal contact and consultation on an ongoing basis;
b. Consultant service to teachers on appropriate and available media as they plan lessons and units;
c. Planning with teachers to coordinate instruction and assure availability of resources for units directly involving the library media center facilities and materials;
d. Contact with individual teachers to plan for the utilization of media within the teachers' instructional program;
e. Formal and systematic consultation on a regular basis.

(I,W,O)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

****

COMPETENCY 4

The library media specialist serves as a resource person in curriculum development and implementation by:

a. Coordinating the media resources and purchases with curriculum activities, units and textbooks;
b. Participating actively in curriculum development;
c. Developing and maintaining awareness of the curriculum in all areas;
d. Coordinating the utilization of statewide instructional television with curricular units.

(O)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. All of the conditions are evident.

****

COMPETENCY 5

The library media specialist assists teachers in the production of materials by:

a. Providing individual assistance to teachers in producing materials;
b. Working with the administration to provide teachers the needed supplies and equipment for the production of materials basic to instruction;
c. Providing "ideas" and masters for production of learning center materials, bulletin boards and transparencies;
d. Informing teachers of all production services available within the school and school system.

(I,O,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. All of the conditions are evident.

THE LIBRARY MEDIA SPECIALIST PROVIDES GUIDANCE AND ASSISTANCE TO STUDENTS IN THE USE OF THE LIBRARY MEDIA CENTER AND ITS RESOURCES IN ORDER TO MEET INSTRUCTIONAL OBJECTIVES AND INDIVIDUAL ENRICHMENT.

COMPETENCY 6

The library media specialist provides sequential instruction to students through a variety of methods including the following:

a. Orientation of students to the center's resources and procedures;
b. Informal instruction in the use of the center's resources on an ongoing basis;
c. An instructional plan for teaching the use of the media center;
d. Active implementation of the instructional plan;
e. Instruction to classes on the use of specialized resources as needed.

(O,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 7

The library media specialist assists students in locating materials and answering reference questions by providing the following:

a. Individual guidance in the use of the card catalog and other indexes;
b. Bibliographies and reading lists;
c. A current vertical file and a community resource index;
d. Follow-up assistance to students requesting reference services.

(I,O,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. All of the conditions are evident.

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COMPETENCY 8

The library media specialist encourages reading, provides reading guidance, and maintains an awareness of students' reading habits and interests through the following:

a. Establishing rapport with individual students to create an awareness of good literature and stimulate reading interests;
b. Providing materials appropriate to varying reading levels in a variety of formats which meet individual needs and interests;
c. Making use of standard bibliographies and reading lists as guidance tools;
d. Scheduling book talks, storytimes, book fairs and other appropriate activities.

(I,O,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. All of the conditions are evident.

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THE LIBRARY MEDIA SPECIALIST ESTABLISHES AN INVITING ATMOSPHERE CONDUCIVE TO INDIVIDUAL AND GROUP INQUIRY, RESEARCH, STUDY, AND LEISURE ACTIVITIES.

COMPETENCY 9

The library media specialist assumes responsibility for student behavior in the media center as follows:

a. Maintains an attractive and orderly center with an atmosphere conducive to self-discipline;
b. Establishes rapport with students, disciplines fairly and objectively, and encourages respect and understanding;
c. Creates a climate which encourages quality use of the facility and its resources by students;
d. Establishes behavioral policies at all levels;
e. Implements behavioral policies at all levels.

(I,O,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 10

The library media specialist plans the arrangement of the library media center's space and furniture for easy accessibility as follows:

a. Plans floor space to accommodate the percent or number of students as outlined in applicable current standards;
b. Plans for adequate furniture, proper lighting, and sufficient electrical outlets to meet program needs;
c. Provides attractive physical arrangements conducive to a variety of learning activities;
d. Arranges furniture to discourage noise, traffic, and disciplinary problems;
e. Plans access to all resources for students with special needs.

(O,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 11

The library media specialist plans, prepares and arranges bulletin boards, displays and exhibits to promote learning as follows:

a. Consistenly maintains attractive bulletin boards, displays and exhibits that promote interest and enhance the learning atmosphere;
b. Produces and maintains patterns, picture files and other materials that are useful in the production of bulletin boards and displays;
c. Assists students in the preparation of bulletin boards and displays;
d. Solicits available community resources for displays and exhibits that offer learning experiences for students;
e. Provides space in the library media center for displays from classrooms.

(I,O,W)

0. None of the conditions is evident.
1. One of the conditions is evident. ☐
2. Two of the conditions are evident. ☐ ☐
3. Three of the conditions are evident. ☐ ☐ ☐
4. Four of the conditions are evident. ☐ ☐ ☐ ☐
5. All of the conditions are evident.

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THE LIBRARY MEDIA SPECIALIST ORGANIZES A MEDIA PROGRAM THAT ASSURES OPTIMUM USE OF RESOURCES AND FACILITIES BY BOTH STUDENTS AND TEACHERS.

COMPETENCY 12

The library media specialist provides the needed equipment and media materials for teachers to accomplish instructional objectives by the following:

a. Assessing needs and making recommendations to the administration;
b. Assisting teachers in locating and selecting media from available sources including the school system, Mississippi ETV, and other agencies;
c. Assuming the responsibility for instruction in the operation of equipment;
d. Coordinating the purchase of resources to reflect curricular needs and avoid duplication;
e. Scheduling the use of facilities and resources to provide for optimum utilization and accessibility.

(I,O,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 13

The library media specialist establishes and maintains a balanced, comprehensive collection of media (print and non-print) and equipment as follows:

a. Provides a collection which supports the instructional program of the school and is adequate for reference work, general and recreational reading;
b. Builds an up-to-date and appropriate collection containing a variety of media on varied learning levels;
c. Involves teachers and students in selection of media and equipment and maintains a consideration file for future purchases;
d. Provides an adequate collection of current and professional materials for faculty use;
e. Selects in accordance with an approved written policy using standard recommending sources.

(I,O,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 14

The library media specialist assumes the responsibility for classifying, cataloging, and organizing materials for easy access as follows:

a. Classifies and catalogs print and non-print materials according to approved standards;
b. Uses pre-processing, processing kits, o[illegible]rinted catalog cards when possible;
c. Maintains current and accurate shelf list and card catalog;
d. Processes materials promptly to assure immediate availability;
e. Uses case labels, shelf labels, signs and posters to explain the library arrangement and to guide library users.

(I,O)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 15

The library media specialist provides control of all materials and equipment by conducting a yearly inventory of all media and equipment and discarding inappropriate and obsolete items as follows:

a. Maintains an accurate shelf list and an accurate inventory of all media (print and non print) and equipment;
b. Develops an effective system of checking the collection piece by piece against the shelf list and counting the number of items in the collection;
c. Weeds collection regularly and discards out-of-date and irrelevant materials;
d. Pulls shelf list cards and catalog cards when materials have been missing for two years;
e. Maintains a detailed record of inventory results (additions, deletions, and current status).

(O,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 16

The library media specialist maintains equipment and assumes responsibility for its repair as follows:

a. Follows established procedures for the repair of equipment based on the policy of the school or district;
b. Makes repair supplies available, has batteries and projection lamps available and accessible, and is available to "trouble-shoot" equipment for teachers;
c. Establishes and implements a plan for preventive maintenance of equipment;
d. Sends equipment for repair promptly and returns it to service as soon as possible;
e. Makes cumulative records on condition and maintenance of equipment.

(O,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 17

The library media specialist establishes circulation procedures for ease of accessibility by students and teachers as follows:

a. Organizes the circulation desk to provide for an efficient system of check-out and control of materials and equipment;
b. Circulates materials and equipment to classrooms for short and long term loan;
c. Maintains circulation files and records;
d. Compiles and collects payments for overdue, damaged or lost media;
e. Reserves material for special use.

(O,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 18

The library media specialist maintains accurate records and statistics on utilization of materials, services, and facilities as follows:

a. Maintains circulation reports for all media and equipment;
b. Records individual and group use of the facility;
c. Records payments for overdue, damaged, or lost media;
d. Compiles and disseminates periodic reports reflecting the operation of the library media center.
e. Utilizes information to improve programs, services and collection.

(I,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 19

The library media specialist schedules and encourages the use of the library media center and its resources to provide for optimum use as follows:

a. Works with teachers and principal to determine a schedule that meets the needs of the instructional program and that allows for flexible scheduling;
b. Assigns flexible time for class projects upon request;
c. Provides time for individual and small group use;
d. Establishes reserve procedures;
e. Develops a schedule for the use of equipment.

(I,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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THE LIBRARY MEDIA SPECIALIST EXERCISES LEADERSHIP IN THE DEVELOPMENT OF THE LIBRARY MEDIA PROGRAM.

COMPETENCY 20

The library media specialist exhibits effective public relations with the following:

a. The administration (School and District);
b. The faculty;
c. The students;
d. The community;
e. The public and academic and special library personnel.

(I,W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 21

The library media specialist seeks opportunities for professional growth through the following:

a. Reading professional journals;
b. Taking college courses;
c. Participating in conferences/workshops;
d. Participating in in-service training;
e. Participating in activities sponsored by professional groups.

(W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 22

The library media specialist communicates regularly with the principal and/or coordinator as follows:

a. Informal conversations;
b. Memos;
c. Periodic status or progress reports;
d. Formal conferences;
e. Annual report.

(W)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 23

The library media specialist develops and maintains an effective working relationship with school staff by the following:

a. Serving as an active member of the teaching faculty;
b. Responding positively to spontaneous requests that require the use of media materials and equipment;
c. Ensuring that the requested materials and reliable equipment are are available to teachers at the time requested;
d. Presenting a pleasant, helpful attitude to faculty;
e. Projecting a positive attitude toward constructive recommendations and suggestions by co-workers and supervisors.

(O,Q)

0. None of the conditions is evident.
1. One of the conditions is evident. [ ]
2. Two of the conditions are evident. [ ] [ ]
3. Three of the conditions are evident. [ ] [ ] [ ]
4. Four of the conditions are evident. [ ] [ ] [ ] [ ]
5. All of the conditions are evident.

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COMPETENCY 24

The library media specialist distributes written communication to keep teachers informed of services and materials through the following:

a. An outline of media center procedures, regulations, and services presented to every teacher at the beginning of the school year;
b. Written communication to teachers informing them of ordering dates and requesting their input;
c. Routing of information and literature on professional materials to the appropriate teacher, department chairman, or grade level chairman;
d. Bibliographies of materials available in special areas including catalogs of nonprint media to support the school instructional plan;
e. Frequent memos to keep teachers informed of services, materials, and new acquisitions.

(I,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. ☐
2. Two of the conditions are evident. ☐ ☐
3. Three of the conditions are evident. ☐ ☐ ☐
4. Four of the conditions are evident. ☐ ☐ ☐ ☐
5. All of the conditions are evident.

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COMPETENCY 25

The library media specialist conducts staff development activities for teachers on the utilization of media within the instructional program by the following:

a. Presenting general information to the entire faculty on a regular basis;
b. Conducting staff development for new teachers to inform them of all services and materials;
c. Conducting staff development with small groups (department or grade level) on specialized needs;
d. Conducting staff development on new programs, services, resources and equipment with all faculty members;
e. Training and informing teachers on an individual basis as needed.

(I,Q,W)

0. None of the conditions is evident.
1. One of the conditions is evident. ☐
2. Two of the conditions are evident. ☐ ☐
3. Three of the conditions are evident. ☐ ☐ ☐
4. Four of the conditions are evident. ☐ ☐ ☐ ☐
5. All of the conditions are evident.

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